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**COURSE OF STUDY IN  
HYGIENE**



PREPARED BY  
**THE OHIO PUBLIC HEALTH ASSOCIATION**  
—  
PUBLISHED BY  
**THE STATE DEPARTMENT OF EDUCATION**





The Edith H. Gordon  
Bequest - 1940

in memoriam

Edith Hamilton Gordon  
B.A., M.B., D.P.H.

First Medical Adviser of Women Students  
University of Toronto  
From 1921 to 1939

The Department of Health and Physical  
Education for Women Students



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# COURSE OF STUDY IN HYGIENE

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Prepared under the direction of  
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SUPERINTENDENT OF PUBLIC INSTRUCTION  
Department of Education

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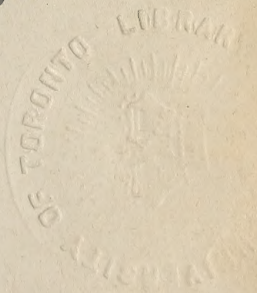
BY  
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“The Best Way to Explain It is to Do It”

—*Alice in Wonderland*

(3)







## CRUSADER'S SONG

(Tune: "Funiculi, Funicula")

Hail! all ye gentle Knights and Squires and Pages!  
Crusader's band for Health we stand,  
While all around life's battle fiercely rages,  
We'll do our part, clean hands and heart,  
Our soldiers bravely there in France were fighting  
Like Knights of old, chivalrous, bold!  
Like them we must some wrong each day be righting  
With smiles of cheer, and know no fear.

### CHORUS:

We'll battle, we'll conquer, disease and dirt we'll slay,  
We'll scout them and rout them and drive them off each day!  
With hands and bodies clean, and hearts all brave and bold,  
Prepared our country's flag and honor to uphold.

With souls and bodies growing strong and stronger,  
Brave Knights we'll be, our land to free  
From curse of dread disease which shall no longer  
O'er it prevail, we shall not fail.  
The holy war which we must still be waging  
Is for good health, 'tis more than wealth,  
The health of mind and body are engaging  
Our efforts true in all we do.

### CHORUS:

—"Bulletin of the National Tuberculosis Association," April, 1919.







## ACKNOWLEDGMENT

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Iowa Tuberculosis Association — for its courtesy in permitting the use of all material issued by their Association.

The American Red Cross — for its valuable course in first aid — and other material.

And all others who have made it possible to compile this course of study.





## FOREWORD

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A comprehensive school child hygiene program should contain:

1. Weighing and measuring
2. Physical examination
3. Dental examination
4. Nutrition clinics
5. School lunches
6. Formation of Health Habits
7. Physical education
8. \*Preventive mental hygiene
9. Instruction in First Aid
10. Vocational guidance
11. Knowledge of
  - a. Home-school-community sanitation.
  - b. Agencies contributing to health, authority and duties
  - c. Value of preventive medicine

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\* Terman "Hygiene of the School Child", Chap. XVI-XVII, XVIII. Pub. Houghton Mifflin Company, Boston, Mass.





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# GENERAL INFORMATION

## WEIGHING AND MEASURING

### CHAPTER I

#### Height and Weight Table for Girls

Height Inches.	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
39	34	35	36											
40	36	37	38											
41	38	39	40											
42	40	41	42	43										
43	42	42	43	44										
44	44	45	45	46										
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47	.....	49	50	51	52	53								
48	.....	51	52	53	54	55	56							
49	.....	53	54	55	56	57	58	61						
50	.....	.....	56	57	58	59	60	61						
51	.....	.....	59	60	61	62	63	64						
52	.....	.....	62	63	64	65	66	67						
53	.....	.....	.....	66	67	68	68	69	70					
54	.....	.....	.....	68	69	70	71	72	73					
55	.....	.....	.....	.....	72	73	74	75	76	77				
56	.....	.....	.....	.....	76	77	78	79	80	81				
57	.....	.....	.....	.....	.....	81	82	83	84	85	86			
58	.....	.....	.....	.....	.....	85	86	87	88	89	90	91		
59	.....	.....	.....	.....	.....	89	90	91	93	94	95	96	98	
60	.....	.....	.....	.....	.....	.....	94	95	97	99	100	102	104	106
61	.....	.....	.....	.....	.....	.....	99	101	102	104	106	108	109	111
62	.....	.....	.....	.....	.....	.....	104	106	107	109	111	113	114	115
63	.....	.....	.....	.....	.....	.....	109	111	112	113	115	117	118	119
64	.....	.....	.....	.....	.....	.....	.....	115	117	118	119	120	121	122
65	.....	.....	.....	.....	.....	.....	.....	117	119	120	122	123	124	125
66	.....	.....	.....	.....	.....	.....	.....	119	121	122	124	126	127	128
67	.....	.....	.....	.....	.....	.....	.....	.....	124	126	127	128	129	130
68	.....	.....	.....	.....	.....	.....	.....	.....	126	128	130	132	133	134
69	.....	.....	.....	.....	.....	.....	.....	.....	129	131	133	135	136	137
70	.....	.....	.....	.....	.....	.....	.....	.....	.....	134	136	138	139	140
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PREPARED BY DR. THOMAS D. WOOD.



Height and Weight Table for Boys

Height Inches.	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
39	35	36	37											
40	37	38	39											
41	39	40	41											
42	41	42	43	44										
43	43	44	45	46										
44	45	46	46	47										
45	47	47	48	48	49									
46	48	49	50	50	51									
47	.....	51	52	52	53	54								
48	.....	53	54	55	55	56	57							
49	.....	55	56	57	58	58	59							
50	.....	.....	58	59	60	60	61	62						
51	.....	.....	60	61	62	63	64	65						
52	.....	.....	62	63	64	65	67	68						
53	.....	.....	.....	66	67	68	69	70	71					
54	.....	.....	.....	69	70	71	72	73	74					
55	.....	.....	.....	.....	73	74	75	76	77	78				
56	.....	.....	.....	.....	77	78	79	80	81	82				
57	.....	.....	.....	.....	.....	81	82	83	84	85	86			
58	.....	.....	.....	.....	.....	84	85	86	87	88	90	91		
59	.....	.....	.....	.....	.....	87	88	89	90	92	94	96	97	
60	.....	.....	.....	.....	.....	91	92	93	94	97	99	101	102	
61	.....	.....	.....	.....	.....	.....	95	97	99	102	104	106	108	110
62	.....	.....	.....	.....	.....	.....	100	102	104	106	109	111	113	116
63	.....	.....	.....	.....	.....	.....	105	107	109	111	114	115	117	119
64	.....	.....	.....	.....	.....	.....	.....	113	115	117	118	119	120	122
65	.....	.....	.....	.....	.....	.....	.....	.....	120	122	123	124	125	126
66	.....	.....	.....	.....	.....	.....	.....	.....	125	126	127	128	129	130
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PREPARED BY DR. THOMAS D. WOOD.

### About What a Boy Should Gain Each Month

<i>Age</i>		
5 to 8.....		6 oz.
8 to 12.....		8 oz.
12 to 14.....		12 oz.
14 to 16.....		16 oz.
16 to 18.....		8 oz.

### About What a Girl Should Gain Each Month

<i>Age</i>		
5 to 8.....		6 oz.
8 to 11.....		8 oz.
11 to 14.....		12 oz.
14 to 16.....		8 oz.
16 to 18.....		4 oz.

Try and do as much better than the average as you can.

### Department of the Interior — Bureau of Education

Weigh on the same day each month. Age the nearest birthday. Height and weight to be taken in house clothes, without shoes. Boys should remove coat.

**Recommendations.** All school children should be weighed every month during the school year. Those who are much below the normal should be weighed every week.

The height should be taken twice a year, at six months' interval; September and March are the best months.

The record of the child's weight and height should be kept throughout his school life. It should be made a part of his school record and should accompany him from one grade to another or when he is transferred from one school to another.

**Variations in Gain and Weight.** Variations in the annual rate of gain of a pound or a pound and a half on either side of the average, are common in healthy boys between the ages of five and twelve years; and variations of three or four pounds on either side of the average are common from the thirteenth to the sixteenth year.

Girls gain at the same rate as boys up to the age of ten years, during the next year they gain more rapidly and pass the boys, remaining ahead until about fifteen years old when the boys overtake and pass them permanently.

Variations in the monthly gain are even more marked than in the annual gain. Few children gain regularly every month in the year. A stationary weight for a few months is consistent with perfect health. But a prolonged period of stationary weight or a steady steady loss at any time is to be considered significant and demands medical attention.

**Variations in Gain in Height.** Variations in the annual gain of healthy boys up to the fourteenth year are seldom more than half an



inch above or below the average, and from the fourteenth to the seventeenth year seldom more than one inch over or below the average. Variations in girls are seldom more than half an inch above or below the average at any age, being greatest in the thirteenth and fourteenth years. Height is much less affected by under nourishment than is weight.

An abnormally rapid growth may in itself be a cause of a child being undernourished. The popular idea of a child outgrowing his strength has a basis in fact.

### Annual Gain in Weight and Height

While the relation of weight to height and age is significant as a starting point to determine a child's condition as regards nutrition, his rate of gain in weight and height is even more important as showing his progress.

In healthy children growth in height and gain in weight go on together and usually at the same rate. In neither of these is the increase uniform or continuous for long periods of time. There are seen with nearly all children periods of a few months in which growth and gain in weight are more rapid, followed by months in which both are slower. Gain in weight is usually more rapid in the fall and spring months; less rapid in winter and midsummer.

Children who are much below normal weight usually gain rapidly when the cause of the low weight can be removed. The rate of gain diminishes as they approach their normal weight. Growth in height is also accelerated under the same conditions, but is by no means so rapid or so striking as the increase in weight.

### Average Annual Gain in Weight and Height\*

Boys.			Girls.		
Age.	Weight.	Height.	Age.	Weight.	Height.
5-6 .....	4 lbs.	2 in.	5-6 .....	4 lbs.	2 in.
6-7 .....	4 "	2 "	6-7 .....	4 "	2 "
7-8 .....	4½ "	2 "	7-8 .....	4½ "	2 "
8-9 .....	5½ "	2 "	8-9 .....	5 "	1¾ "
9-10 .....	6 "	2 "	9-10 .....	5½ "	2¼ "
10-11 .....	5 "	1¾ "	10-11 .....	6½ "	2 "
11-12 .....	6½ "	1¾ "	11-12 .....	9½ "	2½ "
12-13 .....	8 "	2 "	12-13 .....	10½ "	2 "
13-14 .....	10 "	2½ "	13-14 .....	9½ "	2 "
14-15 .....	12½ "	2¾ "	14-15 .....	7½ "	1¾ "
15-16 .....	13½ "	2¾ "	15-16 .....	6 "	1¾ "
16-17 .....	6½ "	1¾ "	16-17 .....	3½ "	1¾ "
17-18 .....	5 "	1½ "	17-18 .....	½ "	¼ "

\* These averages are calculated from about 100,000 observations upon children in public and private schools in the United States, compiled from ten different authors.

**Setting-up Exercises: Two Minute Drill\*\*****For Grades 3 to 8**

At the sound of the bell, inspectors should open windows without command. Coats and sweaters should be removed.

Class: Stand! (Face windows at once without command.)

1. Breathing. Four times.  
In! Six counts for inhalation.  
Out! Four counts for exhalation.  
Right (left): Face!
2. Stretching. Four times (This exercise must be done to response commands, using the cues indicated).  
Bend! Bend the trunk forward; touching hands to toes.  
Shoulders! Stand erect, touching hands at side of shoulders in passing to the next position.  
Stretch! Stretch the arms upward, palms toward each other.  
Do not bend backward.  
Higher! Make an effort to stretch higher.  
Down! Turn hands and bring arms sideways downward quickly, without noise. If the room is too crowded for the sideways downward movement, the arms may be brought down, close to the body.
3. Knee bending. Eight times (Thumbs locked behind without command. This exercise should be taught, using the cues indicated. When it is thoroughly learned, it may be done to rhythmic commands).  
Down! Bend the knees deeply.  
Up! Stretch the knees quickly.  
Right (left): Face!
4. Breathing. Four times.  
In! Six counts for inhalation.  
Out! Four counts for exhalation.  
Class: Sit!

Teachers should start each hygiene class period in all grades with some form of setting-up exercises, *having all windows open* during the drill.

This ensures Chore Number 6 and 7 at least twice a week.

An excellent set of exercises will be found in Vol. I of Professor C. E. A. Winslow's "Healthy Living", pages 230 to 239, and 36 to 39.

---

\*\* From Physical Training Syllabus, New York.



**Suggestions for Use in the Conduct of Tooth Brush Drills\***

1. Keep record of number of pupils in class room, the number having toothbrushes at the time of the first drill, and the number having toothbrushes at the last drill.
2. The class should have the drill regularly throughout the entire grade once a week, or oftener, if possible, until you feel that the pupils have acquired the habit of brushing their teeth.
3. The drill is much more effective than talks.
4. Toothbrushes should be wrapped in a piece of clean paper with child's name on it when taking to and from school.
5. It is action rather than talking that counts and only the following points need be brought out in the course of the drill:

**Reasons Why We Brush Our Teeth**

1. So that we have the feeling of a fresh, clean mouth and have a sweet breath and a fine shining set of strong teeth.
2. Things necessary:
  - I. Tooth brush
    - (a) Medium stiff brush
    - (b) Hole in handle for hanging
    - (c) Clean brush
    - (d) One's own brush
  - II. Water (cold if teeth are not too sensitive)
  - III. Paste or powder desirable but not necessary — salt can be used.
3. Time for brushing:
  - I. Twice a day
    - (a) Upon rising
    - (b) Bed time
4. Care of brush:
  - I. Wash with soap and water
  - II. Rinse in clean water.
  - III. Shake water out — Sprinkle with salt
  - IV. Hang on nail (where sun can shine on it if possible).

---

\*Cleveland School of Education, Summer Session 1920, Institute of School Hygiene, Anna L. Stanley.

## Tooth Brush Drill\*

### Grades 1 to 6

On account of lack of home instruction in the care of teeth, a tooth-brush drill should be conducted in elementary classes to teach all pupils. For the drill each child is requested to bring his brush wrapped in plain paper and remaining wrapped until the drill. If there are not cups for all the children, two or three provided with cups, water, dentifrice and a basin should demonstrate. The class should follow them or the teacher in pantomime. The cup, real or imaginary, is held in the left hand and the brush in the right. If a brush is lacking the child should go through the motions with his index finger *outside* his mouth. The brush should not be given very hard pressure.

Attention! (All in line, elbows close to side.)

1. Ready — Water.
  2. Outside surfaces (Brush inserted under cheek. Gums as well as teeth to be brushed).
    - a. "Upstairs".
      - Left side. Down strokes. 1 to 10.
      - Right side. Down strikes. 1 to 10.
    - Front. Down strokes. 1 to 10. Water.
    - b. "Downstairs".
      - Left side. Up strokes. 1 to 10.
      - Right side. Up strokes. 1 to 10.
      - Up strokes. 1 to 10. Water.
- The brushing of the upstairs and downstairs outside surface may be combined in a circular motion.
3. Inside surfaces. First (a) "up stairs and then (b) "downstairs".
    - Left side. In and out motion. 1 to 10.
    - Right side. In and out motion. 1 to 10.
    - Front. In and out motion. 1 to 10. Water.
  4. Chewing surfaces.
    - a. "Upstairs".
      - Left. Scrubbing motion. 1 to 10.
      - Right. Scrubbing motion. 1 to 10. Water.
    - b. "Downstairs".
      - Left. Scrubbing motion. 1 to 10.
      - Right. Scrubbing motion. 1 to 10. Water.
  5. Empty cups and refill them.
  6. Rinse the mouth.
  7. Rinse the brush, shake off water, wrap it to take home.

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\* From National Tuberculosis Association, "Crusade Manual for Teachers".



Teeth should be brushed fully two minutes. It is important to work the bristles in between the teeth as far as possible. Dental floss used once a day, with care not to pull the gums back, will clean between teeth where bristles will not reach. A mouth wash can be made by adding to a pint of boiled water one teaspoonful of common salt and one tablespoonful of limewater. Pupils should be taught to consult a dentist every six months or oftener, to prevent trouble with teeth and resultant poor health.

### **Suggestions for Use in the Conduct of Handkerchief Drills\***

#### **For Use in Grades 1 to 6**

The important points to remember in teaching the use of the handkerchief are:

1. Must be a clean one each day.
2. Keep in pocket when not in use.
3. Cover nose and mouth with handkerchief when coughing or sneezing.
4. Use handkerchief in blowing the nose.

Procedure to be followed in giving the drill:

1. Each pupil displays a clean handkerchief.
2. Folds loosely in hand.
3. Blows nose gently with mouth slightly open, closing the opposite nostril — never blow both nostrils at the same time.
4. Returns to pocket after folding soiled linen on inside.

This drill is best conducted in the game spirit and may be made a matter of routine given twice daily, namely: at the opening of the morning and afternoon session.

The board of health in each class room should inspect handkerchiefs daily. ( See Room organization outline.)

---

\* Cleveland School of Education, Summer Session, 1920, Institute of School Hygiene, Anna L. Stanley.









## Certificate of Health Knight Hood

This certifies that ..... Age  
..... Weight  
..... Height  
..... School ..... Grade

has done at least 75% of the Crusader's health chores for the number of weeks required for honors in health knighthood and has agreed to try:

1. To bring ..... weight up to normal. (A gold star after weight will indicate that this child's weight is normal.)
2. To do nothing that may hurt the health of any other person.
3. To help keep home, school and town clean.
4. To try to keep all Crusader's health rules: ..... is therefore, enrolled as a Modern Health Crusader with rank of **Knight Banneret** and is awarded this testimonial of merit by the

OHIO PUBLIC HEALTH ASSOCIATION

..... State Crusade Director

....., 192.....

..... Crusade Master (Teacher)



## Certificate of Health Knight Hood

This Certifies that ..... Age  
..... Weight  
..... Height  
..... School ..... Grade

has done at least 75% of the Crusader's health chores for the number of weeks required for honors in health knighthood and has agreed to try:

1. To bring ..... weight up to normal. (A gold star after weight will indicate that this child's weight is normal.)
2. To do nothing that may hurt the health of any other person.
3. To help keep home, school and town clean.
4. To try to keep all Crusader's health rules: ..... is therefore, enrolled as a Modern Health Crusader with the rank of **Squire** and is awarded this testimonial of merit by the

OHIO PUBLIC HEALTH ASSOCIATION

..... State Crusade Director

....., 192.....

..... Crusade Master (Teacher)



## Certificate of Health Knight Hood

This certifies that ..... Age  
..... Weight  
..... Height  
..... School ..... Grade

has done at least 75% of the Crusader's health chores for the number of weeks required for honors in health knighthood and has agreed to try:

1. To bring ..... weight up to normal. (A gold star after weight will indicate that this child's weight is normal.)
2. To do nothing that may hurt the health of any other person.
3. To help keep home, school and town clean.
4. To try to keep all Crusader's health rules: ..... is therefore, enrolled as Modern Health Crusader with the rank of **Knight** and is awarded this testimonial of merit by the

OHIO PUBLIC HEALTH ASSOCIATION

..... State Crusade Director

....., 192.....

..... Crusade Master (Teacher)

**Prompter and Hygienic Inspection Blank****Modern Health Crusade System**

The following 12 questions should be asked daily at the regular hygiene period. Questions 1-11 correspond to the 11 health chores. Each pupil who has done the chore in question holds up his hand and, for question 5, his handkerchief.

In keeping the record on this blank it is usually easier to enter omissions, as less chores are left undone than performed. The number of each question in reply to which the pupil does not hold up his hand is entered after his name in the space for each day. (The numbers of the respective questions are easily memorized through the alphabetical code below.)

Hygienic inspection is conducted after the questioning. When inspection shows failure to perform a chore to the teacher's satisfaction the number of the chore is entered as an omission, unless already entered under the questioning.

How many of you, yesterday and so far today, have done chore number

1. Washed hands before each meal?
2. Washed face, ears and neck and cleaned fingernails?
3. Kept fingers, pencils and unclean things out of mouth and nose?
4. Brushed teeth after breakfast and supper?\*
5. Took ten deep breaths, were careful about spitting, etc., and have a kanderchief?
6. Had thirty minutes of play in open air?
7. Were in bed ten hours last night, windows open?
8. Drank four glasses of water and no tea nor coffee?
9. Tried to eat only wholesome food and slowly, and attended to toilet?
10. Tried to keep straight in body and mind, to be helpful and to be neat (clothes, shoes, hair, books and all things used)?
11. How many had two full baths last week? One? (To be asked on Monday.)
12. How many saw to it that the chores you did yesterday (and Friday and Saturday)\*\* were checked up on your chore records?

---

\* "How many have each a toothbrush of his own, used by no one else?"  
(This question should be asked daily until all children have brushes.)

\*\* To be included in question 12 on Monday.

Row No.	WEEK OF 192					CODE	
Names in order seated	Mon.	Tue.	Wed.	Thu.	Fri.	Bath	No. 11
						Breath'g h'dkerchief	No. 5
						Chores checked	No. 12
						Face nails	No. 2
						Food toilet	No. 9
						Hands	No. 1
						Mouth nose	No. 3
						Play outdoors	No. 6
						Sleep	No. 7
						Straight neat	No. 10
						Teeth	No. 4
						Water coffee	No. 8
						Teacher	
						Inspector	
						Class (Grade)	
						School	
						Address	

For a small class the teacher alone asks the questions, makes inspection and enters the record. For a large class she may appoint a pupil to inspect each one or two rows and to record chore omissions. In classes organized as Health Crusade clubs, the captain asks the questions and the lieutenant, herald and other appointees as needed do the inspecting and recording. Competitions between rows or teams for the performance of the most chores are useful.

This blank serves four weeks for a row of 8 pupils, five weeks for a row of 6 pupils, three weeks for a row of 10 pupils, two weeks for 15 pupils, or one week for 32 pupils. The names of pupils in a row may be rewritten in the first column, the list being repeated for each succeeding week.

Order from Ohio Public Health Association, 83 S. Fourth St., Columbus, O.



### Health Rules

1. Keep windows open or stay outdoors when you sleep, play, work or study. Breathe *fresh* air always and through your nose. Take deep breaths every day, with exercise.
2. Play and exercise daily. If you are undernourished, have a rest period in the daytime and exercise only lightly.
3. Eat wholesome food, including fruit, coarse breads, whole-grain cereals, and vegetables such as carrots, onions and greens. Avoid fried foods, soggy breads, pickles, spices; much meat, pie crust, cake and sweets; and all impure candy. Chew thoroughly. Have three meals a day. Drink, slowly, at least two glasses of unskimmed milk, pasteurized or pure. Drink plenty of pure water.
4. Wash your hands always before eating or handling food. Wash ears, neck and face and clean your fingernails every day. Bathe your whole body twice a week at least and shampoo often. Brush your teeth thoroughly after breakfast and supper. Remove food between teeth. Have all cavities in your teeth filled. Consult a dentist twice a year. Have a complete physical examination each year. Have a regular time every day for attending to toilet. Through right diet and exercise see that you eliminate freely.
5. Get a long night's sleep, going to bed at an early, regular time.
6. Keep fingers, pencils and everything likely to be unclean out of your mouth and nose. Drink no tea, coffee nor drinks containing injurious drugs. Do not smoke or use tobacco in any form.
7. Keep your mind clean. Be cheerful and courageous. Be sincere in what you say.
8. Sit and stand up straight. Lying down, be long. Hold reading matter not less than 12 nor more than 18 inches from your eyes: if less or greater distance is "natural", consult an oculist.
9. Be helpful to others. Whenever you cough or sneeze, turn your head aside and cover your mouth with your handkerchief. If you must spit, spit only where it will be removed before person or fly can touch it. Keep your clothes and books neat. Brush your shoes before school.

**Room Organization****To be Used in Grades 3-4-5-6**

(Use Optional)

*Room organization —*

Health officer — 1

Board of Health — 4

(Elected by pupils)

*Terms of office —*

Health officer — 4 weeks

Board of health — 6 weeks

*Health officer —*

- (a) Makes first temperature record of room immediately after opening school (morning and afternoon) reports to teacher and afterwards arranges windows.
- (b) Opens all windows at recess periods and reports a few minutes early to close them.
- (c) Meets with Board of Health each week — Except in Grade 3 — to check up chore folders and submits report on pupils for enrollment and general room record at monthly meeting. Whenever possible the Crusade Master should be present at the weekly meetings.

*Board of Health — Each Board Member — Except in Grade 3 —*

- (a) Has charge of  $\frac{1}{4}$  of the room enrollment and checks his squad once a day in a book kept for this purpose.  
In 5th and 6th Grade may have charge of weighing and measuring.
- (b) Meet with Health officer once a week to check up chore folders with home report.

*Daily Routine —*

The teacher in each room acts in the capacity of Crusade Master.

- (a) Morning inspection by Board of Health — All Grades. Each member always having the same squad.
- (b) Pupils standing with hands (back up) out — showing teeth — hankerchief to be shown inspector as teacher calls question No. 5.
- (c) Each child is quickly checked in a special book kept as follows, inspector passing through aisles of his division.

October — 1919

JOHN SMITH				AGE				GRADE				SCHOOL						
Date.	Hands and Face.		Fingernails.		Neck and Ears.		Handkerchiefs.			Shoes.		Teeth.		Personal Neatness.		Desk Neatness.		Chores Omitted.
	C	D	C	D	C	D	C	D	O	C	D	C	D	P	E	P	E	No.
10/1		/	/		/			/		/		/		/			/	3-1-5
10/2																		
10/3																		
10/4																		
10/5																		
10/6																		
10/7																		

- (d) Teacher calls chore by number — child who has omitted chore holds up his hand. The chore number is then quickly entered by inspector in column for “chores omitted”. Printed hygiene inspection blanks can be obtained from The Ohio Public Health Ass’n, 83 S. Fourth St., Columbus, Ohio.

Key: C — Clean  
 D — Dirty  
 P — Poor  
 E — Excellent  
 O — Without

- (e) The book should then be returned to the Crusade Master.
- (f) Special emphasis should be laid on the fact that the child will be judged only by things for which he personally can be held responsible.
- (g) If it is possible to have the lesson period on Hygiene immediately following morning inspection, better results in linking practice with theory will result.
- (h) Room elections of Health officers should be held directly preceding monthly mass meeting. The report on health activities for preceding month should be given at this meeting by the retiring health officer.



## Symptoms of Illness in Children

Issued by the New York State Department of Health,

HERMANN M. BIGGS, M. D., *Commissioner.*

### Symptoms of Illness in Children Which Should be Observed by Parents and School Teachers and Their Significance

#### General Symptoms

Any deviation from the normal in a previously healthy child.

*Disinclination to study or play*

*Unusual 'tired feeling'*

*Drowsiness*

*Lack lustre of eyes*

*Cheeks flushed or pallid*

Symptoms of Fever. May be the beginning of an acute infectious disease or simply stomach trouble, intestinal infection or "cold."

These symptoms mark the beginning of most children's diseases.

#### Chills

The earliest symptoms of many acute infectious diseases; always demand attention.

#### Vomiting

May be due to simple gastro-intestinal disorder (indigestion). May be early symptoms of scarlet fever or other communicable disease.

#### Sweating

May be profuse and has probably followed a preceding chill or fever.

#### Nervousness

#### Restlessness

#### Irritability

May indicate beginning disease of brain or spinal cord, or a functional nervous disorder; St. Vitus dance or epileptic fits. May be due to eye strain, skin disorder, insufficient sleep, etc.

#### Cough

May be beginning:

Whooping cough

Tuberculosis

Measles

Simple cold or influenza (grippe).

#### Local Symptoms

##### Swelling in the neck

May indicate:

Mumps

Tuberculous glands

Beginning of diphtheria

Suppurating glands after scarlet fever or measles.

Bad teeth.

##### Eruptions on the skin

May be one of acute infectious diseases.

May be one of communicable skin diseases, ring worm, impetigo.

If eruption is accompanied by scratching, may be, if on hands and body, itch.

##### Discharges

If from nose, throat, ears of suppurating glands may be the result of measles or scarlet fever. If irritating, creamy or bloody from nose may be nasal diphtheria. If from one nostril may be foreign body in nostril.

##### Scowling

##### Squinting

##### Headache

##### Headache

*Holding book improper distance in reading*

Symptoms of faulty eyesight.

##### Eyes red

May be "Pink Eye," eye strain or beginning of measles or German measles.

##### Eye discharging

May be complication after infectious measles.

##### Sore throat

May be the first sign of:

Diphtheria

Scarlet fever

Measles

Tonsilitis

Septic sore throat.

*General Symptoms**Loss of weight*

Particularly if associated with slight fever, swollen glands of neck, a limp, or pain in the back, may suggest tuberculosis.

*Cold in the head*

Especially with running nose and eyes; first symptoms of measles, or German measles. May be simple cold or influenza.

*Pallor*

Indicates impoverished blood. With puffiness of the face may indicate kidney disease, especially after scarlet fever.

*Frequent requests to go to the toilet.*

May indicate trouble with bowels, kidneys or bladder.

*Local Symptoms**Earache*

May be due to adenoids or beginning middle ear disease.

*Running ears*

Middle ear infection (otitis).

May be complication after infections disease.

May be due to adenoids.

*Pain*

If referred to hip and accompanied by limp or inability to bear weight on limb; may be first symptoms of tuberculosis hip disease.

If referred to back, may be beginning of Pott's disease.

If referred to right side of abdomen, may be appendicitis.

If referred to back of ear, may be beginning of mastoid disease.

If headache, may be beginning of meningitis; may be symptom of inflammation anywhere.

### Junior Health Officer's Report\*

Month ..... Year .....

City of ..... Schol .....

Health Officers for the Month:

1. ....
2. ....
3. ....
4. ....

	1st Week.			2nd Week.			3rd Week.			4th Week.			SCHOOL ROOM.
	M.	T.	F.	M.	T.	F.	M.	T.	F.	M.	T.	F.	
Number pupils enrolled.....													How often was floor swept?.....
Number absent .....													.....
Number ill .....													Scrubbed? .....
Measles .....													How is furniture dusted?.....
Whooping cough .....													.....
Mumps .....													Windows washed? .....
Diphtheria .....													.....
Scarlet fever .....													How is room heated?.....
Sore eyes .....													.....
Other diseases .....													Could you suggest any improve- ment? .....
													.....

ABSENTEES.



## Junior Health Officer's Report — Concluded

	1st Week.			2nd Week.			3rd Week.			4th Week.		
	M.	T.	F.	M.	T.	F.	M.	T.	F.	M.	T.	F.
SCHOOL ROOM RECORD.												
Are seats overcrowded?.....												
Any trading of cups, pencils, tooth brushes? .....												
Spitting on floors?.....												
Writing on walls?.....												
How many windows open?.....												
Is ventilation good all day?.....												
Temperature room 11 A. M.....												
Temperature room 3 P. M.....												
Complaints of headache?.....												
SCHOOL YARDS.												
Where does water come from?....												
Is well or cistern in good condition? .....												
Do children have their own cups? .....												
Are playgrounds clean?.....												
Are toilets clean?.....												
Scrubbed? .....												
Are they screened?.....												
Any writing on walls?.....												
Are all contagious diseases quarantined? .....												
Give names of sick pupils on back of record.												
WEATHER.												
Condition of roads?.....												
Temperature outside of room.....												
Rain .....												
Snowfall — inches .....												
Cloudy .....												
Clear .....												
Sunny .....												
Name of Health Officer.....												

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- "Health Alphabet" — Metropolitan Life Ins. Co., No. 1, Madison Ave., New York City. (Free on request)
- "Rhymes of Cho-Cho's Grandmamma." 20c each. — Child Health Organization, 156 Fifth Ave., New York City.
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- Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio.  
Chore Folders.
- Health First Reader. 5 cents per copy, \$5.00 per hundred.
- Jones, May Farenholt — "Keep Well Stories." Price \$.85.  
Journal of Outdoor Life, 370 W. Seventh Ave., New York City.
- Ferguson — "A Child's Book of the Teeth." Price \$.40.  
World Book Company, Yonkers, New York.

### Grade II\* —

- Teachers will find helpful:
- Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio.  
Chore Folders. Free samples.
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Keep Well Stories. Price \$.85.

J. B. Lippincott Company, Philadelphia, Penna.

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Peters, Lulu Hunt, M. D., A. B.

"Diet and Health with a Key to Calories." Price \$1.00.

Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio.

Health Guide Chart in Two Colors. Price 18c each.

"Food Facts."

"How to Live Long."

"How to be Well and Happy." Free.

"All About Milk."

(Courtesy Metropolitan Life Insurance Company, No. 1 Madison Ave., New York City.

"The Right Food for the Growing Child."

(Courtesy Minneapolis Public Health Association, Minneapolis, Minn.)

Child Health Organization, 156 Fifth Ave., New York City

"Cho-Cho and the Health Fairy." Price \$.10.

Complete set including nutrition monographs. Price \$.50.

National Dairy Council, 910 Michigan Ave., Chicago, Ill.

"Milk Fairies" — Playlet. Price \$.10.

Winslow's

"Healthy Living," Volume I. Price \$.76.

Charles E. Merrill Co., New York City.

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\* All pamphlets can be secured from Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio.



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Houghton-Mifflin Co., Boston, Mass.

Woman's Press, 610 Lexington Ave., New York City.

Foot and Shoe Charts. Price \$.25.

Community Health Station, Framingham, Mass.

"Monograph No. 8." Price \$.05.

American Red Cross, Lake Division, Cleveland, Ohio

"The Magic Basket" (playlet).

### Grade VI\* —

Ohio Public Health Association, 83 S. Fourth St., Columbus, Ohio

"The Roll of Health Knighthood" — combining a weight chart. A wall chart for enrolling pupils is helpful and stimulating. Price \$.05.

George Gray

"The Children's Crusade."

Houghton-Mifflin Co., Boston, Mass.

Sir Walter Scott

"Ivanhoe."

"The Talisman."

Ginn & Company, New York City. Price \$.50.

Lowell, James Russell

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American Red Cross, Lake Division, Cleveland, Ohio

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### Grade VII—

Ohio State University, Extension Department, Columbus, Ohio. All Free.

"Milk"

"Relative Cost of Gas, Coal, Kerosene, Gasoline and Electricity"

"Planning Meals"

"Serving Meals"

"The Vitamines"

"The Bed and It's Furnishings"

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"Saving Time and Money By Simple House-cleaning"

"Beautifying the Farm House"

Ohio State Department of Health, Ohio Building, Columbus, Ohio.

"Sitting and Sleeping in the Open Air". Free.

Government Printing Office, Washington, D. C.

"Safe Disposal of Human Excreta at Unsewered Homes"

Public Health Bulletin No. 68. Price \$.05.

The Children's Flower Mission, 5700 Detroit Ave., Cleveland, Ohio

Free material.

Metropolitan Life Insurance Company, No. 1 Madison Ave., New York City

"Milk". Free.

### Grade VIII\*—

Hutchinson, Woods

"Community Hygiene"

Houghton-Mifflin Company, Boston, Mass.

Dawson

"Boys and Girls of Garden City". Price \$1.00.

Ginn & Co., New York City.

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"Transmission of Disease by Flies"

(Report supplement No. 29, V. S.). Free.

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Home Living Conditions

No. 8—Health Letters (Valuable for classroom use)

Report of Committee on Appraisal. Price \$.05 each.

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525 W. 120th Street, New York City.

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## HYGIENE OUTLINE

### GRADE 1

Aim: The desire to play the health game and win a healthy body. 'Genuine interest in education is the accompaniment of the identification through action, of the self, with some object or idea.'\*

Daily inspection should be conducted in this grade and a record of the individual pupil's health habits kept. Modern Health Crusade Chore Folders are used as a teacher's record.

### CONTENTS

#### CHAPTER

- I. Nutrition.
- II. Chores — I. "I washed my hands before each meal today."
- III. Stress "Chore No. 1."
- IV. Chore No. 4. "I brushed my teeth thoroughly last night and this morning." Stress care of first permanent molars.
- V. Chore No. 3. "I tried to keep fingers, pencils and everything unclean out of my mouth and nose today."
- VI. Chore No. 8. "I drank a glass of water before each meal and before going to bed, and drank no tea or coffee today."
- VII. Chore No. 5. "I took ten or more deep breaths of fresh air today and was careful to protect others when I coughed, spit or sneezed."
- VIII. Chore No. 6. "I played out doors or with the windows open more than thirty minutes today."
- IX. Stress chores 5 and 7.  
Credits should be based on the per cent of chores carried out to the satisfaction of the teacher. At least a Seventy-five per cent record or fifty-four chores per week should be the standard.

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\* Strayer, "A Brief Course in the Teaching Process", p. 26.

## **GRADE I**

### **CHAPTER I**

#### **Lesson 1**

Weigh and measure all children. Record weight. Send report home to parents.

#### **Lesson 2**

Arrange Weight Chart under three headings:

Malnourished — 10% or more underweight for height.

Underweight — Group between 1 and 10% underweight.

Normal — correct weight for height and age.

#### **Lesson 3**

Explain importance of normal weight and how a child who is under weight can bring his weight up to normal.

### **MALNUTRITION\***

Malnutrition is a condition of undernourishment or underweight. It is seen in boys and girls at any period after infancy or in childhood.

It is an important condition, very often neglected, and when neglected may lead to serious consequences. It may lay the foundation for poor physical development or ill health in adult life or may lead to some serious disease like tuberculosis.

#### **HOW TO RECOGNIZE MALNUTRITION**

Children suffering from malnutrition are not only much below normal weight for height but they gain much more slowly than they should. At the ages of 6 to 10 years, when a healthy child gains 4 or 5 pounds a year, they may gain only 1 or 2 pounds, or even none at all; from 12 to 16 years, when healthy children should gain from 6 to 10 pounds a year, they may gain only 2 or 3 pounds.

Children with malnutrition do not all behave the same way. Some are pale, dull, and listless, with dark rings under the eyes, tire easily, and have no ambition for work or play; their work in school is often so poor that they must frequently repeat their grades. Others are nervous and fretful, hard to please and hard to manage; they eat and sleep badly. Still others are over-ambitious, constantly active, restless; they find it difficult to concentrate.

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\*"Malnutrition, Helpful Advice to Parents", Keep Well Series, No. 11, Treasury Department, United States Public Health Service, 1920.



## WHY MALNUTRITION DEVELOPS

Children get into a condition of malnutrition because their growth is not watched. To grow in height and gain regularly in weight is a sign of health in a boy or girl of 9 or 10.

When children do not grow or gain regularly in weight something is wrong. If these boys and girls are weighed regularly every month this condition of malnutrition would be discovered early and not allowed to go on to serious consequences.

The causes of malnutrition are in most cases not difficult to find. Among the most important are:

1. The child does not get sufficient food.
2. He does not get the right kind of food. He spoils his appetite for simple foods needed for growth, such as milk, cereals, vegetables, etc., by excessive indulgence in candy, sweets, pastry, and other indigestible food.
3. He eats irregularly, between meals, spoiling his digestion by cakes and trash.
4. He bolts his food, never taking time enough at meals to chew his food properly, but washes it down with water.
5. He drinks tea or coffee instead of milk and water.
6. He does not get enough sleep; at 10 or 11 years he does not get to bed until 10 o'clock or after, when he should be in bed at 8 o'clock, and sleep with windows wide open.
7. He suffers from habitual constipation.
8. He gets too much stimulation and emotional excitement—motion pictures and other evening entertainment.
9. He plays too hard—too many hours or in too active and intense a manner.
10. He is overworked in school or out; sometimes he has too many extra lessons or classes outside school hours.
11. Malnutrition may also be caused or aggravated by such things as decayed teeth, enlarged or diseased tonsils or adenoids, and it may be the beginning of some serious disease.
12. In places where malaria or hookworm are present, malnutrition is often the result of these infections.

## MALNUTRITION SHOULD BE TREATED

Unless the condition is recognized early and measures are taken to correct it, the effects of malnutrition in childhood may last to adult life. It may show itself as *prolonged ill health* and *feeble resistance to disease*; the individual may grow up undersized and underweight, not strong enough to do the average work of a man or woman. How common the condition of malnutrition is may be shown by the result of the selective draft, where nearly 1 man in 3 of the young men examined were rejected

as unfit for active military service. Of those rejected 40,000 were found unfit because of developmental defects, such as deficient height, weight, chest measurement, or muscular development.

Careful investigations which have been made show that fully 20 per cent of the children in our schools are at present suffering from malnutrition. How many of your children are of this number?

#### WHAT TO DO

In order to prevent malnutrition, or at least to recognize it before serious consequences have followed, the most important thing is, *watch the child's weight!* This can best be done in school, where monthly weights of all children should be taken and recorded and special attention should be given to those who do not make a normal gain, by the parents, teacher, or school nurse or doctor if there is one. It is essential that every child of the school age should receive a full medical examination once a year.

A child who is suffering from malnutrition — that is, one who is much below normal weight or one who is steadily losing weight or one who is not making a normal gain — should at once be taken to a physician and examined to see if any disease is developing. In the case of children residing in areas in which malaria or hookworm prevail the physician should search for the presence of the parasites of these and similar diseases. The child's whole daily life should be carefully gone into to see which of the rules of health he is violating and whether this pertains to his food, his habits of eating, his hours of play, of school work, or of sleep.

Malnutrition is cured by correcting the habits or removing the causes already mentioned upon which it depends. Often it is a matter of enforcing discipline in the home.

#### SOME HINTS ON FEEDING CHILDREN

As the child grows older it may gradually partake of the same meals as the parents, care being taken to see that the diet is mixed and varied, and that it supplies all the elements necessary to ensure growth. Milk should be given at each meal.

Children should not be allowed to drink either tea or coffee.

It is most important to establish regular hours of feeding, and not to permit the children to spoil their appetites by feeding on candy between meals.

Use the "Child Health Alphabet", Metropolitan Life Insurance Company, 1 Madison Avenue, New York City (free distribution) for dramatization and to get an understanding of food values in the minds of the children.

"The House the Children Built"\* tells of Fairy Health's lovely house, and how Witch Ignorance burned it down. The Fairy was very wretched

until she learned from the lovely Bird that the children would rebuild her house.

How? Read and see!

Teachers will find that every child will love to build a house for a Fairy!

### Lesson 4

Meals —

Regularity.

Bolting Food — makes too much work for little stomach.

Chewing food until well moistened and mixed.

Have class demonstrate with crackers.

Drinking water with meals.

Eating between meals.

Teachers' Reference —

Winslow "Healthy Living", Chap. VII, p. 81.

Gulick "Good Health", Chap. XXIX, p. 153.

O'Shea Kellogg "Health Habits", Chap. XIII, p. 117.

Overton "Personal Hygiene", Chap. IX, p. 67.

(Explain simply. Do not attempt to give reasons.)

### PEARLY TEETH\*\*

(Tune: "Auld Lang Syne")

Sing a song of cleaning house,

With many pearly teeth;

Look above and then below,

Our room is 'most complete.

When the door is opened

The pearls begin to say,

"You see, we're brushed both morn and night

And free from all decay".

To take our food and chew it all

Is necessary quite

As learning how to read and spell,

Do 'rithmetic and write.

So when we chew, let's count to ten

Before the bite goes down;

This happy little school will then

Be healthiest in town.

### Lesson 5

*Milk* — Its importance in the child's diet.

Tell the story of "The Wonderful Window."\*

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\* From "Cho Cho and the Health Fairy", Child Health Organization, 156 Fifth Avenue, New York City.

\*\* Words by Lulu Guiney, Iowa Tuberculosis Association.

"The Wonderful Window" — Cho Cho from his wonderful window saw many things. This story tells of the little boy who had no mother, and who drank coffee. Cho Cho found him a mother and milk to drink. But the wicked witch had her eyes about her for little boys who stopped drinking coffee, her favorite beverage.

She enticed the little boy away with her. What an adventure they had together — a terrible adventure! But Cho Cho and the Friendly Squirrel brought things to a safe conclusion.

Let your class learn once for all how much better for children milk is than coffee!

### Lesson 6

*Diet.* Food demonstration.

Breakfast, Dinner and Supper.

Tell the story of "The Magic Oat Field."\*

"The Magic Oat Field" — Cho Cho and the Health Fairy discover the wicked witch planning to destroy an Oatfield. Every child wants to stop her, and to make the Oatfield grow, so every child will eat oatmeal. Follow Cho Cho and the Health Fairy as they go with the Persian Cat to search for Ignorance and break her spell!

### Lesson 7

*School Lunches.\*\**

The kinds of things that will build weight including one pint of milk, cocoa or cream soup for each child, each day.

Tell the story of "The Vegetable Men".\*

"The Little Vegetable Men" — What grotesque and friendly little creatures are the Vegetable Men! Every child will want to make friends with them, and join Cho Cho and the Health Fairy in keeping them safe from Witch Ignorance: "If she hurts these little Men, the children will have no vegetables to eat, and children must eat Vegetables!" Ignorance may plot and plan all she chooses, but your children will keep her from stealing their Vegetable Men.

### Lesson 8

Survey of children's own meals with relation to their weight.\*

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\* From "Cho Cho and the Health Fairy", Child Health Organization, 156 Fifth Avenue, New York City.

\*\* Diet for the School Child", five cents per copy, Child Health Organization, 156 Fifth Avenue, New York City.



**CHAPTER II****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

**Lesson 3**

Memorize :

Chore No. 1. (I washed my hands before each meal today.)  
Teacher to put each chore on the blackboard as they are taken up by the pupils.

Teachers' Reference —

Gulick's "Good Health", Chap. VIII, p. 34.

Overton "Personal Hygiene", Chap. III, p. 26.

O'Shea Kellogg "Health Habits", Chap. XVII, p. 174.

Winslow "Healthy Living", Vol. I, Chapter I, p. 12, Chap. XII,  
p. 133.

Demonstration of hand washing by teachers.

Articles for demonstration :

1. Wash bowl and pitcher on low stand.
2. Two plain individual or paper towels.
3. One-fourth cake of pure white soap.
4. Nail brush.
5. Nail file.

Chore No. 1. "I washed my hands before each meal today".

"Good morning, children.

Let us look out of the window

Come into the Garden

Pick a rose

Let us smell it". (10 deep breaths).

1. Have a wash bowl and pitcher on a low bench.

Two plain clean individual towels.

One-fourth cake of ivory soap.

Water.

(a) Demonstrate correct method of washing hands.

(b) Have child demonstrate.

(c) Have class stand and go through motion of washing hands.

Sing —

"This is the way we wash our hands

Wash our hands,

Wash our hands,

This is the way we wash our hands,

So early in the morning".

Permit two monitors to fold towel neatly — empty water — rinse soap and bowl and leave in order for next lesson.

(d) Teach folding small square of paper into pointed instrument for cleaning fingernails.

(e) Demonstrate.

(f) Have class stand and clean nails holding soiled paper in right hand when finished.

Sing —

This is the way we clean our nails —

So early in the morning.

Permit two monitors to collect soiled papers in a paper cornucopia carefully turning the top in and putting in waste paper basket.

#### Lesson 4

Chore No. 1. "I washed my hands before each meal today". (Put on unused space on blackboard.)

Good morning, children.

Let us look out of the window —

Come into the garden —

Pick a rose —

Let us smell it. (10 deep breaths.)

"How many children washed their hands before breakfast this morning?"

Inspection —

Discussion — Why not?

Demonstrate — Song —

"This is the way we wash our hands", etc.

"This is the way we clean our nails", etc.

"How many children will wash their hands and sing their song for mother before lunch?"

Lesson topic — Water — Drinking

How often?

Washing hands?

How often?

Brushing teeth

How often?

Baths

How often?

Danger in drinking from strange springs or wells.

*Common drinking cups* — Teach folding *own* paper cup.

Permit to take home.

Tell story of "Billy Boy".

## BILLY BOY\*\*

Billy Boy had been playing in the field all morning. He was hungry and ran to the house for some doughnuts.

"Please mother, I should like two of them to take with me to the pasture."

Take them, little son, but be sure to wash your hands before you touch them."

Now Billy Boy usually minded his mother because he loved her dearly, but today he was in such a hurry that he forgot.

He hurriedly took the two doughnuts and ran back to the pasture where he had piled high a fortress of leaves. He sat on the cushiony walls and contentedly ate them. The warm sun shone on him and he nestled closer down in the leaves.

His pet pussy cat came slowly down the path.

"Come and sit with me, Gray Pussy, sing to me and purr a story for me."

"Indeed, I shall not," said Gray Pussy. "Your face is dirty and you didn't wash your hands before you ate. Oh, no, no, I like to stay with little boys who wash their hands and faces."

She walked away, jumped up on the fence and began to wash her face with her paws.

Gallop and trot, gallop and trot, came a little black pony down the path.

"Why, little black pony, where have you been? Do stop and play with me."

"Not today," said little black pony, "it is nearly dinner time and I am hungry but I do want a drink before I eat. I always drink water before I eat if I can get it. Good bye."

And he galloped merrily along down the path.

Just then a Scotch collie came marching along.

"Stop and play with me, Collie Dog," said Billy Boy.

"Not today," said Collie Dog.

"There are so many things I must do to help others. Drive the cattle home, look after the sheep, keep the pigs away from the apple barrel your father had to leave in the orchard. No, Billy Boy, it is more fun to help others today. Some other time I will play with you."

Bang! Billy Boy tumbled over backward and laughed. He had been asleep on his leaf fortress and the animals hadn't really talked to him at all.

But as he went to the house he said: "Gray Pussy, I will wash my hands before I eat; Black Pony, I will remember to drink a glass of

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\*\* Courtesy of Iowa Tuberculosis Association, 518 Century Building, Des Moines, Iowa.

water before my meals, and Gray Collie, I want you to know I am going in right now and ask mother to let me help her."

And he did.

### Lesson 5

Permit children to demonstrate hand washing.

### Lesson 6

Importance of plenty of water for drinking — bathing.

Why do we drink water?

Compare body to an engine.

Why is water necessary to make the engine go?

Washes the body inside and makes it fresh and clean.

Makes us healthy.

Gives us a beautiful clear skin.

When should we drink and how much?

At least two glasses in the morning before breakfast.

two glasses before lunch in the morning.

two glasses before dinner in the afternoon.

and as much more as we can.

Is it wise to drink water with our meals?

How should we drink?

Very slowly.

Demonstrate.

Is ice-water good for children?

If not, why?

Food must be warm to digest, etc.

Teachers' Reference:

Gulick "Good Health", Chap. XXIX, p. 153.

O'Shea Kellogg, "Health Habits", Chap. XIV, p. 130.

Overton "Personal Hygiene", Chap. XII, p. 92; Chap XIII, p.

102.

Winslow "Healthy Living", Vol. I, Chap. VII, p. 81.

Bathing.

What happens when we do not use enough water for bathing?

Water becomes very dirty and does not cleanse our skin.

Should our face be washed in the same water with which we wash our hands?

When our hands are very dirty should they be rinsed in fresh water after washing?

We must take very good care of our eyes because we have only one pair to last us all our life.



When we wash our face with water that is not quite clean what may happen to our eyes?

\* "Eyes; care of eyes; cleanliness and infection; bathing corners every morning; danger of dirty towels and wash rags. Individual towels. Sore eyes and lids; avoid rubbing; use of separate handkerchief or cloth for infected eye; avoid danger of infecting healthy eye. Secure medical advice if eyes are sore or inflamed.

Suppose we have a dirty wash basin, would our face and hands be clean after we had washed them?

Stress the value of clean wash basins,

clean soap,  
clean towels  
of your very own.

### Lesson 7

Importance of pure soap, its effect on the skin.

Have samples: Scented

Laundry

Pure white soap — Ivory

Castile

Explain merits of each.

### Lesson 8

Care of the skin.

Skins of fruits, animals, humans.

Have children bring pictures of clean hands for next lesson.

Teachers' Reference:

Gulick "Good Health", Chap. XXII, p. 114.

Winslow "Healthy Living", Chap. XII, p. 132.

O'Shea-Kellogg "Health Habits", Chap. XVII, p. 162.

Overton "Personal Hygiene", Chap. III, p. 23.

## CHAPTER III

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

### Lesson 3

Make Clean Hands Poster from pictures brought by children.

\* From a tentative syllabus of hygiene in use in the public elementary schools of New York City — "The Eyesight of School Children", page 31 — by J. H. Berkowitz, U. S. Bureau of Education, Bulletin No. 65, 1919.

**Lesson 4**

Tell the story of "The Lovely Bird".

**THE LOVELY BIRD\***

"The Lovely Bird" — This is an adventure in which the Imps try to keep the Lovely Bird from carrying the message of cleanliness to the children. The Dog helps the Lovely Bird and so does Cho Cho, and even Mr. Moon, and how glad the Health Fairy is when they succeed! For in spite of the wicked Imp and her tired wings, the Lovely Bird does reach the Teachers who tell the children all about soap, and pure water and tooth brushes.

**Lesson 5**

Retell story of "The Lovely Bird".

Discuss Health Reasons brought out by the story.

**Lesson 6**

Permit children to tell points they have remembered in the story, giving special emphasis to lesson conveyed.

**Lesson 7**

Questions:

1. Names of the Imps.
2. What do the Imps do?
3. Who was Cho-Cho?
4. Who did he suggest to help teach the children be cleanly?
5. What was the Lovely Bird's name?
6. When the Lovely Bird Education was injured, who went to the rescue?
7. What was the dog's name?
8. What happened to the Imps Neglect and Dirt?
9. When Education felt stronger where did he go?
10. What did he tell the teachers?
11. What do little boys and girls learn from this story?

**Lesson 8**

Inspection of hands, wrists, and finger nails. Gold Star on Roll of Health Knighthood for Clean hands.

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\*From "Cho Cho and the Health Fairy", Child Health Organization, 156 Fifth Avenue, New York City.

## MOTHER GOOSE HEALTH RHYME\*

(Tune: Yankee Doodle)

Little Jack Horner washed his hands  
 Before he ate his pie.  
 The little dog laughed to see such sport;  
 Old King Cole winked his eye.

## CHORUS:

But soon they all will fall in line,  
 Good Health and joy to win,  
 And Mother Goose herself will wear  
 A Health Crusader Pin.

## CHAPTER IV

## Lessons 1 and 2

Start a narcissus bulb for 3rd week demonstration.

Weigh all children. Record weight. Send report home to parents.

## Lesson 3

Chore No. 5. "I brushed my teeth thoroughly last night and this morning."

Memorize.

Teachers' Reference:

Gulick's "Good Health", Chap. XXVIII, p. 147.

O'Shea-Kellogg "Health Habits," Chap. XVI, p. 151.

Overton "Personal Hygiene", Chap. VIII, p. 59.

Winslow "Healthy Living", Vol. I, Chap. IX, p. 99.

Tell story of "The Magic Pearls".

## MAGIC PEARLS\*

Once upon a time there was a little boy and a little girl, and what do you think their names were? I will whisper it to you some day when we are alone. Well, they lived in a contry ruled by a good and great king who loved nothing more than to be generous and kind to all the children in his kingdom.

One day the king gave them two beautiful boxes and told them what they must do with it. "Now," said the king, "here is a box, inside of which you will find twenty perfect, white pearls. They aren't very large but they are wondrous precious. You must guard them very, very carefully because you can never have any more just like them. Here they are, safe in this box, but I must tell you a strange thing about them;

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\* Words by H. V. Woodward, Iowa Tuberculosis Association.

\* Colgate and Company, Copyright 1916.

they are yours if you value them and care for them until I come. When I think that you are too large a boy and girl and are ready for another gift, I shall come again.

If you neglect them and forget all I have told you, you will lose your precious pearls. Sometimes you won't know when one goes; and crying will not put it back in the box once it gets out. If these magic pearls are allowed to get unclean they disappear never to be found again. So you see why you must be very careful, and, I hope that when I come you will have them all safe and beautiful for me. You may look at them as often as you please — *and you can't keep them too clean!* Every day and many times a day you may look at them and think that these beautiful pearls are yours."

Then the king went away. The children were so happy and proud that they showed their pearls to every one who would stop to look. After the newness wore off, they did not show them so often, but they took good care of them and looked at them every day. They polished them and kept them bright and beautiful. It was a pleasure to see the beautiful pearls. But when they went to school, they were very busy. Playing took so much time, that they began to neglect the pearls. Oh, they didn't mean to, but between work and play the minutes and hours slipped away so fast that there really seemed to be no time left to care for the pearls. One day they happened to glance in the box, and behold! the pearls had lost their beautiful shining whiteness and had turned yellow! How frightened they were and how they rubbed and polished, but they refused to look as they had before. Then for several days they remembered to clean the pearls beautifully until the day the boys and girls had a picnic. On that day they forgot. The next day they had to pick up apples and they were too tired to bother.

Before long they found one of them black and although they cried and polished it was too late and the next time, they looked in the boxes, that one was gone. How badly they felt, how miserable they were; what should they say to the kind king! For awhile things went better until they became careless again and very soon six of the pearls were gone! How they did hunt for them and when they found two, they tried sticking them in the box, but they just wouldn't go in.

One day when the boxes were almost empty, the king came and asked to see them. How ashamed the children were when they saw the king open them and sorrowfully shake his head. "Children," said he, "it will be a whole year before you can have your new and last box of pearls, and if you couldn't take care of your first gift what will you do with the new and last gift? If you had cared for this one you would not have a whole year ahead of you with an almost empty box. How fine it would have been if you had kept your pearls until the new ones were ready! Why, when you are a man and woman you probably won't have one of the new ones left, and will go around begging other people to please give



you just one from their boxes, but they won't be able to. This year while you are without your pearls you must think every day that when you get the new ones, you won't forget to polish them every single day."

The children felt sorry and ashamed because for a whole year, when people saw the box where the pearls should have been they knew that it belonged to a little boy and girl who had forgotten to polish and care for their precious pearls every day. But they resolved sincerely to do better when they received his second gift. Now, children, you have twenty beautiful, white, pearly teeth and if you don't remember them every day you will have exactly the same thing happen to you. You will not like it at all if you have to appear for a year with all your front teeth gone! How funny you would look, but if you keep them well brushed with dental cream the first ones won't fall out until the second ones are ready to come in — and if you lose the second ones, do you know what happens?

There, pass along this fairy tale  
To other boys and girls  
So they will learn to cherish and  
Protect their precious pearls.

#### **Lesson 4**

Toothbrush Drill.

See outline for Toothbrush Drill page 14.

#### **Lesson 5**

Tooth Buds. (See illustration p. 53).

Demonstrate flower of *Narcissus*.

Reference:

Ferguson's "A Child's Book of the Teeth", p. 24.

"Importance of Keeping First Teeth Clean", World Book Co.,  
Yonkers-on-Hudson, N. Y. Price 40c.

"A Child's Book of the Teeth", p. 20.

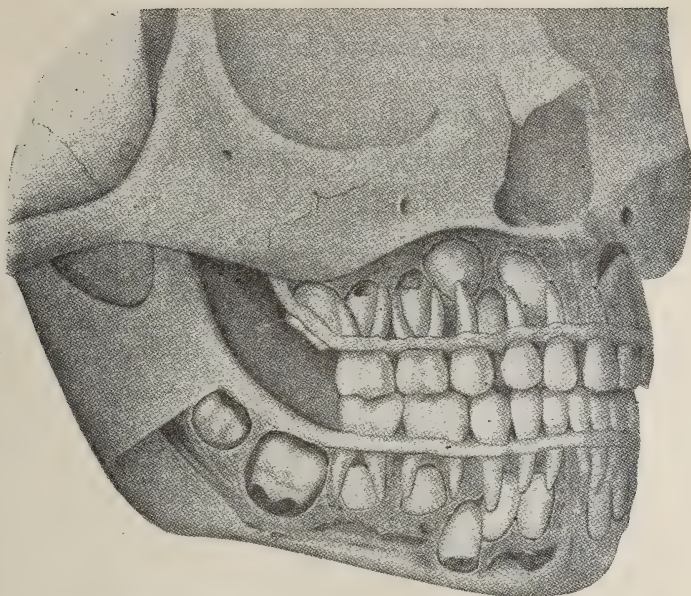
#### **Lesson 6**

Location of first permanent molars.

Why they should be preserved.

Reference: "A Child's Book of the Teeth", pp. 21, 22, 26 to 29.

Sing "Pearly Teeth", page 42.



#### THE REPLACING OF THE TEMPORARY TEETH

Showing the rudimentary permanent teeth embedded below the roots of the temporary teeth. From *A Handbook of Health*, by Woods Hutchinson, M. D. Houghton Mifflin Company, Publishers.

### Lesson 7

#### Chewing

How the elephant chews his food.

tiger

horse

dog

boy and girl.

Reference: Ferguson 'Child's Book of the Teeth', pp. 12 to 17.

### Lesson 8

#### Keeping the teeth in order.

Should have teeth examined by dentist at least twice a year.

First teeth should be carefully preserved. Give reasons.

Danger of cracking hard nuts and candy with teeth.

#### BABY'S TEETH\*

Baby's lower centrals show,

Just seven months from birth, you know,

His upper centrals, laterals, too,

In nine months should be cutting through.

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\* W. C. Stillson, D. D.S., Cleveland, Ohio.

His lower laterals then appear,  
 When the baby's age is just one year.  
 Four first year molars can be seen  
 When the babe in months is just fourteen.  
 And when his age is one year and a half,  
 Four cuspids show if you make him laugh.  
 And when two years and two months are past,  
 Four second molars come at last.

#### SECOND TEETH

<i>Centrals</i> 7-8 yrs.	<i>Laterals</i> 8-9 yrs.	<i>Cuspids</i> 12-14 yrs.	<i>1st Bicuspid</i> 10-11 yrs.
<i>2nd Bicuspid</i> 11-12 yrs.	<i>1st Permanent Molars</i> 5½-7 yrs.	<i>2nd Molars</i> 12-15 yrs.	

Use following: Ferguson's "A Child's Book of the Teeth", pp. 35, 37, 40, 42, 43, 55, to illustrate.

Blackboard stencils of these illustrations from March Bros., Lebanon, Ohio.

## CHAPTER V

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

#### Lesson 3

Chore No. 3. "I tried to keep fingers, pencils and everything unclean or injurious out of my nose, eyes, and mouth today."

Memorize.

Teachers' Reference:

Winslow "Healthy Living", Vol I, Chap. XV, p. 168.

Gulick "Good Health", Chap. XX, p. 101.

O'Shea-Kellogg "Health Habits", Chap. XIX, p. 196.

Overton "Personal Hygiene", Chap. XXII, p. 176.

Song "I have ten little fingers". (Make up story where little fingers go during the course of the day.)

#### Lesson 4

Permit children to give stories of where their little fingers have been during the day.

What can we do to make little fingers safe?

#### Lesson 5

Tell story of "Billy's Pal".

## BILLY'S PAL\*

One day Billy was left home alone because he had not done his arithmetic. There he sat, absent-mindedly chewing his pencil, and never once trying his examples. Suddenly he was startled by a wee voice saying, "Ouch!" He had been left alone in the house. Where did the voice come from?

He listened again, ever so hard, but heard nothing, so he fell to chewing his pencil harder. "Ouch! Ouch!" Again the same pitiful little voice. Billy began to feel queer and a bit frightened. Where in this lonely house could the sound come from? He meant to know.

Billy sat ever so quiet. He was not going to be surprised again, thought he. In his uneasiness, he started to know harder at his pencil, and as he put his teeth deep into the shiny red wood —

"Ouch, ouch! Please stop!" And who do you suppose it was? The pencil!

In his fright, Billy dropped the pencil from his mouth, on to the table. And then the queerest thing happened? The pencil didn't roll; it just rose up on its point — but it wasn't a point at all. It was a pair of tiny black boots. And the pencil was a little thin man in a glossy red suit and a bright brass helmet.

Billy gasped.

"Sorry I frightened you, Billy," said the pencil, "but you were hurting me terribly."

"Why did you say 'ouch', and where did you come from, and" — Billy was all upset. Think of a pencil talking.

"Guess maybe you'd say 'ouch' and 'stop', and more, too, if some one chewed your head, and spoiled your best suit", answered the pencil.

"But nobody ever knew it hurt pencils," said Billy, less frightened now.

"Just look closely at my bright red coat," said the pencil, "and you'll see the marks of my suffering." Billy picked up the pencil and gently set it on his hand.

"See here," continued the pencil. "These are the teeth marks of Mary who is sick at home with the whooping cough. She got me from John. John traded me in for four marbles. He fished me out of the waste basket where I slipped to from a hole in Tom's pocket. That was just before Tom left school with scarlet fever. And Tom discovered me in a gutter where I was glad to fall after being perched all day back of a peddler's ear."

"You don't mean to tell me that you've had whooping cough and scarlet fever, and have lived in waste baskets and gutters," asked Billy in surprise.

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\* Courtesy of The Iowa Tuberculosis Association, 518 Century Building, Des Moines, Iowa. (By Aimee Zillmer, Wisconsin Tuberculosis Association.)



"Oh, my yes. That's only a bit of my life. I've had many an unpleasant trip since I left my home."

"Your home," questioned Billy. "And where was that?"

"My home was a bright clean factory. All my brothers and sisters were dressed just like I'm dressed — in shiny red suits. We all had our names put in us in silver letters. We were so proud of our names. Look at mine!"

"Why, I can't make it out. It has been chewed up," said Billy, disappointed.

"That's just it," said the pencil. "My brothers and sisters all left the factory, hoping to be owned and loved by some boy or girl, who would keep them clean and not hurt them. We all wanted to help children draw and write and do lessons — help them, so they would keep us for work. But we are chewed up and gnawed at by every one; we have mumps and measles until we make every one who touches us sick."

The pencil could say no more, for a big tear was rolling down his little face. And Billy, too, was sorry; so he washed his little visitor gently and said, "From now on you are my little pal. I'll not lose you, nor bite you, but I'll keep you bright and clean."

And Billy and the pencil worked together and did the arithmetic lesson.

### **Lesson 6**

Permit children to tell story.

Ask questions concerning story.

Inspect pencils for teeth marks.

### **Lesson 7**

Explain that Whooping Cough, Measles, Colds, Diphtheria, Sore Throat, etc., are carried from person to person through saliva and nasal discharge.

Stress importance of keeping fingers and pencils away from mouth and nose.

### **Lesson 8**

Explain danger of sharing apples, candy, chewing gum, trading pencils, etc.

## **CHAPTER VI**

### **Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

### **Lesson 3**

Chore No. 4. "I drank a glass of water before each meal and before going to bed and drank no tea or coffee today."

Memorize chore.

## Teachers' Reference:

Winslow "Healthy Living", Vol. I, Chap. XIX, p. 218.

Gulick "Good Health", Topic not listed.

Overton "Personal Hygiene", Chap. XII, p. 92.

O'Shea-Kellogg "Health Habits", Chap. XIV, p. 130.

**Lesson 4**

When to drink water and how much.

Danger of too much ice-water.

**Lesson 5**

Individual cup.

Why.

Fold cups.

Demonstrate drinking slowly.

**Lesson 6**

Tea, Coffee, Soda-water.

Danger of drinking from strange wells and cisterns.

**Lesson 7**

Tell story of "The Boy and His Pets."

## THE BOY AND HIS PETS\*

I want to tell you a story of a little boy that lived in the country. He did not have any little boys or girls to play with him. His playmates were a pussy cat, a little red hen and the nicest, cleanest piggy that you ever saw. This little boy had a fine time playing with them, and was very fond of his friends.

One morning the little boy had just had a great big cup of coffee for his breakfast. He liked it so well that he thought he would give his friends some coffee for their breakfast, too.

He poured out a saucerful of coffee for the pussy cat; a little tin dish full of coffee for the little red hen and a great big bowl full of coffee for the piggy, because piggies are always so hungry, you know.

When the pussy cat saw her breakfast she said, "Meow! Meow! What is this?" "Cluckity, Cluck, Cluck," said the little red hen. "I do not know." But the piggy said, "Oow, oow! Let us taste it and find out."

The pussy cat tasted hers and she said "Meow, meow! It is coffee. Coffee is bad for pussy cats and I do not want any." So she did not drink hers.

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\* By courtesy of The Iowa Tuberculosis Association, 518 Century Building, Des Moines, Iowa. (Adapted by M. S. Furbeck from "The Little Red Hen", Brooklyn Bureau of Charities.)

The little red hen tasted hers and she said, "Cluckity, cluck, cluck! Coffee is not good for chickens, either. I do not want any." So she did not drink hers.

Then the piggy tasted his. Now, you would think piggy would surely drink his, because piggies always are so hungry. But he just tasted his and said, "Oow, oow! Coffee is bad for piggies, too; and I'm so hungry, Oh, I'm so hungry!" And he did not drink his.

Just then the little boy came out, and he said, "What is the matter, Mrs. Pussy Cat? You did not drink your breakfast."

"Meow, meow," said the pussy cat. "I cannot drink coffee. It is bad for pussy cats. Please bring me a big saucerful of ——." What do you think the pussy wanted for her breakfast? Yes, she wanted a big saucerful of milk.

The little red hen said, "Cluckity, cluck, cluck! Please take this bad coffee away and bring me some oats for my breakfast."

The piggy ran up and said, "Oow, oow I am so hungry! Please bring me some bread and milk for my breakfast."

When the little boy had given them all just the breakfast they wanted, he said "Oh, Mrs. Pussy Cat, is that why you are so nice and fat — because you drink milk?" And the pussy cat said, "Meow, meow! That is just the reason."

The little red hen said, "Cluckity, cluck, cluck! See how strong I am, and I eat oatmeal." "I'm strong and fat, too," said piggy, "and I like bread and milk."

Then the little boy ran in the house and said to his mother, "Mother, if coffee is bad for pussy cats and little red hens and piggies, I think that it must be bad for little boys, too. I do not want any more coffee. May I please have a glass of milk to drink and a big bowl of oatmeal with milk on it? I want to grow strong and fat and healthy, just like my friends, the pussy cat, the little red hen and the piggy."

### Lesson 8

Aim — To awaken in the child the beauty of life and to create the desire to attain a healthy body and mind.

Purpose — To have children feel the reverence of life so that each child will value life at its highest, and learn how to have a healthy body.

Procedure — Tell the story, "The Chestnut Boys", Helen Louise Towne, in the *Child's World*, page 50.

Recite — Memory gem, "The Little Plant", Kate L. Brown, in the *Child's World*, page 37.

In the heart of a seed  
Buried deep, so deep,  
A dear little plant  
Lay fast asleep.

"Wake!" said the sunshine,  
"And Creep to the light".  
"Wake", said the voice,  
Of the raindrops bright.

The little plant heard,  
And rose to see  
What the wonderful  
Outside world might be.

Use of material. Plant.

Q. What did this little plant come from? Ans. Seed (Have a number of seeds and nuts so that all children will know a seed.)

Q. What is in every seed? Ans. Life. (Nature's Treasure Boxes.)

Q. What is in every cocoon? What is in every bud? What is in every egg? What is in the milkweed pod? Ans. Life. (Have children give experiences. Refer to seeds.)

## CHAPTER VII

### Lessons 1 and 2

Weigh and measure all children. Record weight. Send report home to parents.

#### Lesson 3

Permit children to tell story of "The Boy and His Pets."

#### Lesson 4

Questions:

1. What are the two best things for children to drink?
2. What did the Pussy Cat say?
3. What did the Little Red Hen say?
4. What did the Piggy say?
5. If milk is good for little pussies, hens and piggies, is it good for little boys and girls?
6. How much water should every little boy and girl drink each day?

#### Lesson 5

Chore No. 6. "I took ten or more deep breaths today and was careful to protect others when I coughed, sneezed or spit."

Memorize chore.

Teachers' Reference:

Winslow "Healthy Living", Vol. I, Chap. XIX, p. 217.

Gulick "Good Health", Chap. I, p. 1; Chap. II, p. 6.

O'Shea-Kellogg "Health Habits", Chap. XI, p. 93.

Overton "Personal Hygiene", Chap. XIX, p. 146.



Open all windows in school room.-

Have children stand in the aisle and go through breathing exercises.

Teach value of deep breathing:

Beauty  
Strength  
Joy  
Health.

Game: "Picking a rose."\*

Teacher: Let us look out of the window.  
See a beautiful garden of roses.  
Shall we go into the garden?  
(Children move two or three steps forward)  
Let us pick a rose  
And smell it — again — again (ten deep breaths).

### Lesson 6

\*Tell the story of "The Cotton Baby".

Aim: To teach the child the value and need of the handkerchief from the standpoint of health.

Purpose: To have each child form the habit of carrying and the proper use of the handkerchief *every* day and *all* day.

Procedure:

- (a) Introduction to story by questions to arouse the interest of the children.
- (b) Telling of the story: "Story of the Cotton Baby", Florence A. Powell.
- (c) Material: Cotton-plant blossom — cotton after combing — the cotton seeds — pictures of cotton field — bale of cotton — pieces of cotton cloth — a fine white handkerchief — a soft white paper napkin for each child.
- (d) The story as a basis for questions.
- (e) Demonstrating the use of the handkerchief.
- (f) Summary of the Lesson.

Introduction:

Q. Children, have you wondered how your clothes grow? Q. Where did Mary's hair ribbon come from? Ans. From the silk-worm.

Q. Where did the cloth in Miss ——— skirt come from? Ans. From the wool on the back of the sheep.

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\*Cleveland School of Education.

\*Cleveland School of Education, Summer Session, 1920, Institute of School Hygiene, Florence A. Powell.

Q. Where did the cloth cotton waist grow? Ans. On the cotton plant.

Q. Where did handkerchief grow? Ans. The cloth came from the cotton plant.

### STORY OF THE COTTON BABY

Way down in my warm cradle, I could hear the raindrops play, the breezes sing their soft lullabys and could feel the warm fingers of the many bright sunbeams as they caressed my brown cozy cradle.

One bright sunny day in our southland my cradle seemed too small for me, so when the breezes rocked me quietly to and fro — my cradle snapped open and behold! What a beautiful white world I could see, for many, many little sistters and brothers half awakened that morning and I could hear the breezes sigh, "My what thousands of soft, white fat babies in this great cotton field."

Yes, soft white fat babies but we all had a service in this great world — for soon we were plucked from our cradle — packed tightly together and sent for our first cleaning and combing.

It seemed as if at some time I had heard that all babies had a bath the very first thing in this wonderful world. Why not? Who wants anything near them that is dirty or untidy? My! what a combing I had — you never would believe how many hard snarls came out. Some one called them cotton seeds but whatever they were I looked far more beautiful and felt far more comfortable without them.

Very soon I became very long and thin for indeed, if you please, I was now called cloth — Oh! such fine cloth — so fine that I am your very best handkerchief. Do you know my little friends why I wanted to be a handkerchief? Well, I shall tell you — What little child can be happy without one? What big man or woman can be clean and healthy without one? Without handkerchiefs every one in this great big world would always suffer with a cold. So you see, my little friends, I chose a life of service. I became a friend to Health and a necessary friend to every big and little child in this wonderful world of ours.

Q. What did the cotton baby choose to be? Ans. Handkerchief.

Q. Why? Ans. Everyone wants and needs a handkerchief (Inspection to see how many children have one at school). Give a paper napkin to each child.

Q. What country makes the most use of paper? Ans. Japan.

Q. Name the different articles made in Japan from paper. Ans. Fans, umbrellas, lanterns, screens and handkerchiefs.

Q. Why do they use paper handkerchiefs? Ans. Always able to have a clean one and can be destroyed when they are soiled. Have children make believe they are little Japanese children in school in Japan.

Aim: To have them feel that *all* children of *all* nations use the handkerchief.

- Q. What shape is your handkerchief? Ans. Square.  
Q. Why square? Ans. So as to have a neat appearance.  
Q. What color is your handkerchief? Ans. White.  
Q. Why white? Ans. So as to look clean and pure.  
Q. Does your handkerchief need to be fancy to be useful? Ans.

No.

- Q. Does it need to be always hemmed? Ans. No.  
Q. Would a piece of soft, white clean cloth serve as a handkerchief? Ans. Yes. Q. What must all handkerchiefs be? Ans. Always clean. (Have children follow the instructions as to folding the handkerchiefs.) Q. Where do we put our handkerchiefs when folded? Ans. Near as possible to our nose.

Q. Why not in any place? Must be near when needed.

Q. Do we always know when we shall need it? Ans. No.

Q. If we should be without one, what would we do? Ans. Use a piece of paper and immediately destroy it. Compare the feelings of a lady at a party dressed in a fine silk gown, silk hose, satin slippers and a beautiful hat (without a handkerchief) with a lady at the same party dressed in a neat cloth dress, walking shoes and plain hat, but has a clean handkerchief. Which lady would be most comfortable and most safe to be with? Demonstration in the proper use of the handkerchief.

- A. Blowing.
- B. Sneezing.
- C. Coughing.
- D. Spitting.

Q. Where do you put your handkerchief after using? Ans. In my pocket.

Q. Should you pick up and use a lost handkerchief? Ans. Never.

Q. Should you lend your used handkerchief to anyone? Ans. No.

Q. Should you borrow a used handkerchief? Ans. No.

Q. Should you wipe baby's eyes or mouth with a used handkerchief? Ans. *Never*.

Q. Whose handkerchief should you always use and carry? Ans. My own handkerchief.

Q. When, just on Sundays or to a party? Ans. No, all the time — every day.

Q. Just carry it for part of the day? Ans. No, for *all* day.

Q. Why? Ans. One never knows when they shall need it and to save yourself and all others from germs and colds

## Lesson 7

Retell the story of 'The Cotton Baby'

**Lesson 8**

Give handkerchief drill. (See outline for Handkerchief Drill, p. 16.)  
Sing song "Mary's Little Cold".

**MARY'S LITTLE COLD\***

(Adapted from "Mary Had a Little Lamb")

Mary had a little cold,  
That started in her head  
And everywhere that Mary went,  
That cold it seemed to spread.

It followed her to school one day,  
She did not know the rule.  
It made the children cough and sneeze,  
To have that cold in school.

The teacher gave a handkerchief,  
Handkerchief, handkerchief,  
To cover up the coughs and sneeze  
And drive that cold from school.

**CHAPTER VIII****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents

**Lesson 3**

Have children tell story of "The Cotton Baby". Inspect for clean handkerchiefs.

**Lesson 4**

Handkerchief drill.

How we use our handkerchief when we cough, sneeze, spit.

NOTE: It is well to have a supply of paper napkins on hand for children who forget their handkerchiefs.

**Lesson 5**

Chore No. 7. "I played outdoors or with the windows open for more than thirty minutes today."

Memorize chore.

Teachers' Reference:

Winslow "Healthy Living", Vol. I, Chap I, p. 16.

Gulick "Good Health", Chap. XXXI, p. 165; Chap. I, p. 1.

O'Shea-Kellogg "Health Habits", Chap. IX, p. 74, Chap. X,  
p. 82.

Overton "Personal Hygiene", Chap. XXIV, p. 206.

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\* Dr. Allen, New York,



Bancroft "Games for Playground, Home and School", McMillan & Co., New York. Price \$2.00.

U. S. Gov't. Bulletin "Games, Songs, Folk Dances for Indian Schools", Superintendent of Documents, Washington, D. C. Price 10c.

### Exercises and Play.

#### EXERCISE\*

Aim: To teach children (1) how all animals and children need to exercise; (2) Where children should exercise.

#### Procedure:

1. Children name and imitate the way different animals move.  
How does the bird move when she leaves her nest in the tree? Flies down.  
How does the bird move when looking for worms?  
How does the squirrel move when looking for acorns?  
Runs.  
How does the chicken move when he is looking for some corn? Walks.  
When you call him? Runs.  
When he goes to his perch? Flies.  
How does the duck move around the barnyard? Waddles.  
When he is in the water? Swims.
2. Discuss the movements of the baby as it grows: (1) Stretching, (2) Kicking, (3) Creeping, (4) Walking, (5) Running, (6) Jumping.
3. How do boys and girls at six years of age exercise? (1) Walk, (2) Run, (3) Jump, (4) Skip, (5) Skate. Name games children play.
4. How do the older members of the family exercise?  
Brother: (1) Base ball, (2) Foot ball, (3) Basketball, (4) Skates, (5) Swims.  
Sister: (1) Dances, (2) Tennis, (3) Skates.  
Mother: (1) Washes, (2) Sweeps, (3) Takes baby out for airing.  
Father: (1) Mows the lawn, (2) Shovels the snow, (3) Works in garden.
5. Where should children play? Outdoors. In the yard. In the park. At the beach. In the woods. Not on the streets. Why?
6. How can children help father in the garden?

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\* Cleveland School of Education, Summer Session 1920, Outline of Topics, Lesson Plan, Edith H. Norton, First Grade, Murray Hill School.

Play Game.

7. Story Play "At the Beach."
  1. Reach for hats and coats.
  2. Skip to beach with pail over arm.
  3. Throw stones in water.
  4. Go in wading.
  5. Jump the waves.
  6. Row the boat.
  7. Imitate the wind.
  8. Run home.

### **Lesson 6**

Games we play.

General discussion:

The ones we like best.

### **Lessons 7 and 8**

Devote remaining two periods to playing out of doors or in school room with windows open.

Teaching new games, folk dances, etc.

Reference: "Social Plays, Games, Marches, Old Folk Dances and Rythmic Movements." Gov't. Printing Office, Washington, D. C. Price 10 cents.

## **CHAPTER IX**

### **Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

### **Lesson 3**

Chore No. 7. Games or Folk dancing out of doors or with windows open.

### **Lesson 4**

Chore No. 7. Games or Folk dancing out of doors or with windows open.

### **Lesson 5**

Chore No. 7. Games or Folk dancing out of doors or with windows open.

### **Lesson 6**

Chore No. 7. Games or Folk dancing out of doors or with windows open.

Reference: Jessie H. Bancroft "Games for the Playground, Home School and Gymnasium".

**Lesson 7**

Toothbrush Drill. (See page 14).

**Lesson 8**

Survey of gains in weight during the school year.

Recognition — Award gold stars for greatest gain in weight.

Stimulate continuation of "Weight" game during summer vacation.

Ask child to bring Weight Record for summer to school at beginning of fall term.

Sing song "Doctors Six".

**DOCTOR'S SIX\***

(Tune: "Yankee Doodle")

The six best doctors anywhere,  
And no one can deny it —  
Are Sunshine, Water, Rest and Air,  
Exercise and Diet.

**CHORUS:**

These six will gladly you attend,  
If only you are willing.  
Your mind they'll cheer, your ills they'll mend  
And charge you not one shilling.

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\* Words by H. V. Woodward, Iowa Tuberculosis Association.

## GRADE II

### HYGIENE OUTLINE

Aim: The desire to play the health game and win a healthy body.

"Unless we can devise methods of transferring our hygienic knowledge into hygienic doing, our service will remain futile." — *Prof. Wm. Burnham, Clarke University.*

Daily inspection should be conducted in this grade, and a record of the individual pupil's health habits kept. — Modern Health Crusade  
Chore folders are used as a teacher's record.

### CONTENTS

#### Chapter

- I. Chore No. 2. "I washed not only my face but my ears and neck and I cleaned my fingernails today."
- II. Chore No. 9. "I tried to sit and stand up straight — to eat slowly and to attend to toilet and each need of my body, at its regular time."
- III. Posture — "Food".
- IV. Chore No. 7. "I was in bed ten hours or more last night and kept my windows open."
- V. Review Chore No. 7.
- VI. Chore No. 10. "I tried today to keep neat and cheerful constantly and to be helpful to others."
- VII. Correct Shoes — Review Chores Nos. 5 and 6.
- VIII. Review Chores Nos. 4 and 10 (No. 4) "I brushed my teeth thoroughly last night and this morning."
- IX. Chore No. 11. "I took a full bath on each of the days of the week that my mother could help me."

*Credits* should be based on the percent of chores *carried out* to the satisfaction of the teacher. At least a 75% record or 54 chores per week should be the standard.

## CHAPTER I

### Lessons 1 and 2

Weigh and measure all children. Record weight. Send report home to parents.



**Lesson 3**

Memorize Chore No. 2. "I washed not only my face and hands, but my neck and ears and cleaned my finger nails today."

Teachers' Reference:

O'Shea-Kellogg "Health Habits", Chap. XVII, p. 174.

Overton "Personal Hygiene", Chap. III, p. 26.

Winslow "Healthy Living", Vol. I, Chap. XII, p. 133; Chap. XV, p. 170.

Gulick "Good Health", Chap. XX, p. 101; Chap. XXII, p. 114.

Ritchie "Primer of Hygiene", Chap. XV, p. 71.

**Lesson 4**

What story in first grade taught us to keep clean? Have children repeat Chore No. 2. Retell the story of "The Lovely Bird".

**Lesson 5**

Care of the neck and ears.

Care of Hair — Hair as a part of skin.

Washing.

Brushing.

Value of cold sponge, neck and chest, prevention of colds.

**Lesson 6**

Care of finger nails.

Danger of dirty nails (sore eyes).

Biting.

Care of cuticle as a measure of cleanliness.

Demonstrate

Overtonn "Personal Hygiene", Chap. XXVI, p. 220.

Winslow "Healthy Living", Vol. I, Chap. XV, p. 168.

Ritchie "Primer of Sanitation", Chap. XXXII, p. 165.

**Lesson 7**

## CARE OF THE SKIN

- Aim:
- I. To learn importance of a clean body to promote health
  - II. Develop appreciation of the fine texture of our skin.
  - III. Care of fingernails.

Approach — Poem.

Millions of openings, you call them pores,  
Cover our bodies — they act just like doors.  
If you'd be good looking, as you all want to be,  
Just keep the doors open from dirt, always free.

Take a bath or two weekly,  
 Scrub your face and neck well,  
 With plenty of hot water and soap.  
 You can tell  
 The boys and girls who keep  
 Dirt on the run,  
 They are bright, they are cheery,  
 And in for all fun.

— *Mary A. Sweeney.*

#### Procedure:

1. Can you tell me, children, from the poem what "pores" are? Yes, pores are openings in our skin.
2. Of what use is this soft pink skin? Covering for our bodies. Yes, our skin is a delicate suit of armor which protects our bodies against germs and other dangers.
3. Compare: Shoe — leather — glove — lemon — fur. How does our skin differ from animals' hide? Finer texture, softer. It is by means of our skin that we can "feel", that we learn by touching, feeling things.
4. When we play hard on a warm day, what happens? We sweat. When we sweat, or perspire, we "cool off".
5. Where does this water come from? Our body becomes overheated and it pours out this water through the tiny openings in our skin.  
 How should we care for our body while it is cooling off?  
 What may happen if we become chilled?

You see, children, our skin is very important. Everything ought to be done to keep it healthy so it can do its work well.

6. What does your poem say that we should do? Take a bath or two weekly.
7. If we did not take a bath, what would happen? Our pores would become clogged and they could not do their work.
8. What part of the body needs the most of our attention?
9. Hands and face. Why? Because the other parts of our bodies are covered by the clothes. Hands and face collect a great deal of dirt so they must be washed when? Before each meal.  
 After going to the toilet.

The fingernails and hair are really a part of the skin. We have learned why we should keep our fingernails and hair clean.

How do we care for our fingernails?

How do we care for our hair?

If you wish to be healthy, KEEP CLEAN.

If you wish to be liked, KEEP CLEAN.\*

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\* Cleveland School of Education.

**Lesson 8**

Folk dancing or games out doors or with windows open to stress Chores Nos. 6 and 7. Song "Doctors Six". See page 66.

**CHAPTER II****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

**Lesson 3**

Tell story of Pencil, "Billy's Pal". Inspect pencils for tooth marks. Ask questions on Chore No. 3.

**Lesson 4**

- Tell story of "The Cotton Baby".  
Give Handkerchief Drill.  
Teach prevention of Colds.  
Have pupils bring pictures of children brushing their teeth and of boys and girls with beautiful teeth.

**Lesson 5**

Make clean teeth poster.  
Sing song "Yankee Doodle Folks".

**YANKEE DOODLE FOLKS\***

(Tune: "Yankee Doodle")

We brush our teeth both morn and night,  
We keep them fine and dandy,  
We brush our hair, our clothes, our shoes,  
O, we keep spick and spandy.

**CHORUS:**

We are Yankee Doodle Folks,  
We are spick and spandy,  
We are sons and daughters true  
Of Yankee Doodle Dandy.

We eat food to make us grow,  
Sometimes a little candy,  
When fruit or nuts are passed around,  
You'll always find us handy.

**CHORUS:**


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\* "The Crusader", February, 1919, Wisconsin Anti-Tuberculosis Association.

## CLEAN TEETH\*

*Aim:*

To teach children the value of clean teeth and the proper use of the toothbrush.

*Approach:*

Discuss pictures of children cleaning their teeth.

How does this little boy look? Happy and healthy.

What is he doing that helps to make him healthy? Brushing his teeth.

*Recite:*

Two little rules we all must keep.

To make us healthy and bright

Brush our teeth in the morning

And brush our teeth at night.

*Lesson:*

What do your teeth do for you? Bite and chew the food.

Which teeth bite the food? Front teeth.

Which teeth chew the food? Back teeth.

Why do babies have no teeth? Only drink milk.

How long will the new teeth coming into your mouth chew your food? The rest of their lives.

Which four teeth come into the mouth and stay all our lives? The first permanent molars.

What do you do for your teeth? Keep them clean.

How often do you clean your teeth? Twice daily.

Why do you clean them? Appearance and to preserve them.

How do you clean them? Use of tooth brush, water, tooth paste or salt.

Demonstrate the cleaning of teeth.

Whose toothbrush do you use?

Will you lend your toothbrush to anyone else?

How many people should have toothbrushes?

What do you do with your toothbrush after you have cleaned your teeth?

Tell story "The Brushes' Quarrel" found in "Healthy Living", by Dr. Winslow (Vol. I).

*Application:*

- (a) Children are checked up every day in cleaning of teeth before coming to school. Rows where all have cleaned their teeth have an American flag in the front desk.
- (b) Children make original rhymes about cleaning the teeth.

\* Cleveland School of Education.



## THE BRUSHES' QUARREL\*\*

Once upon a time a little girl thought she was waked up one night by a noise of voices in the kitchen. It seemed to her that she pushed the kitchen door open softly and that this was what she saw and heard:

The moonlight was shining quite brightly through the kitchen window, and sitting in a ring on the floor were all the brushes and brooms in the house. They were having a vigorous argument as to which one ought to be king, and each was presenting arguments why he should be the one.

The hearthbrush declared that ashes from the fireplace made more dirt in the house than everything else put together, and that his work of keeping them back on the hearth and preventing them from being blown about was the most important thing a brush could possibly do.

Mr. Broom, the chairman, put in his word. "There is nothing at all in the Hon. Mr. Hearthbrush's claim." (The broom was always very formal and polite.) "The open fires are only lighted in certain rooms and at certain times; but there is dirt in the house always and everywhere. I am the one who has to keep it clean from attic to cellar, in July as well as in January, and my work is therefore most important of all.

The bottle brush and the sink brush applauded this (by rubbing their bristles against each other); but the clothes brush jumped into the center of the circle, very much excited, and gave the discussion a somewhat new direction. "It is true that Temporary Chairman Broom probably moves more dirt in a year than all the rest of us put together," he said, "but I claim it is quality of work, not quantity, that ought to count. Mr. Broom is trusted for the heavy work of cleaning floors and stairways, but when they want a really good job done, when they want the clothes they wear to be spic-and-span, they call on me."

"There is a great deal in what Brother Clothesbrush has said," interrupted a handsome silver-mounted hairbrush, "but his argument counts much more for me than it does for himself. The clothes are more important than the carpets, but the head is more important than the clothes, and I have by far the greatest work of all to do."

There was silence for a moment, and it almost looked as if the hairbrush would carry the day. Suddenly a tiny little figure ran out into the moonlight, and in a high squeaky voice cried out, "Wait a bit, wait a bit, until you have heard a plea from me, the Toothbrush. The clothes are more important than the carpet, and the head than the clothes, I agree. But the inside of the head is far more important than the outside."

"If Mr. Clothesbrush or Mr. Hairbrush is neglected," he went on, "our masters and mistresses will look untidy, but they will not get ill; while if I were not used, there would be toothache and misery and illness as a result. I am the one who ought to be king of the brushes."

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\*\* Healthy Living (Vol. I) — Winslow — Courtesy, Chas. E. Merrill Co.

There was a great hubbub and noise, some taking little Mr. Tooth-brush's side and some opposing him; but just then the dreamer woke up and never knew who was finally chosen king.

### Lesson 6

Teach children game "Cleaning the Teeth".\*

#### GAME

"Select two teams of about fifteen children each (or less). Choose from each team the child with the cleanest teeth to be the 'tooth brush'. They are arranged at the front of the room in a curve as a set of teeth, with hands clasped, and standing fairly close together, facing outward. The 'tooth brushes' stand before the 'teeth' outside the semi-circle about two feet away.

"Now explain that each 'tooth brush' is to 'clean as many teeth' as possible in three minutes. This is done by getting between the 'teeth'. Use any method that hurts no one. Tell the children that the 'tooth-brush' which harms the teeth (unnecessary roughness) must be thrown away. (The teacher watches closely and puts out of the game any one who is too rough. He must go to his seat and stay there for the rest of the game.)

"After the 'brush' gets between two 'teeth', either by separating the hands or getting under them, the space is kept open with hands down. Those pupils are the 'clean teeth'.

"At your signal 'Brush' the game commences. The 'brushes' continue getting between 'teeth' around the semi-circle until you say 'stop' at the end of three minutes. The number of 'clean teeth' or spaces between children is counted, and the 'tooth brush' that has 'cleaned' the larger number is the better 'tooth brush' and wins that much of the game. Keep a record of the number of teeth cleaned by each brush.

"Choose other 'brushes' on the basis of their clean teeth, so that all the children in the class may play. Continue for several days during hygiene lessons to find the best 'tooth brush' in the class. Try to choose for 'brushes' only those children with the cleanest teeth."

### Lesson 7

Memorize Chore No. 9. "I tried to sit and stand up straight, to eat slowly and to attend to toilet and each need of my body at its regular time."

Teachers' Reference:

O'Shea-Kellogg "Health Habits", Chap. III, IV, V, XIII.

Overton "Personal Hygiene", Chap. XXIV, p. 204; Chap. XI.

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\* Courtesy Colgate & Co.

Winslow "Healthy Living", Vol. I, Chap. XIX, p. 218; Chap. III, p. 35.

Gulick "Good Health", Chap. XI, p. 51; Chap. XXXI, p. 170; Chap. XXIX, p. 157.

Ritchie "Primer of Hygiene", Chap. XVII, p. 81; Chap. VIII, p. 32.

### Lesson 8

Tell story of "Old Scowly Spine Pack".

#### OLD SCOWLY SPINE PACK

Old Scowly Spine Pack looked at the boys and girls who lived in a beautiful state in the Mississippi Valley.

He chuckled to himself and said, "Good, Good! I'll get every one of them. I'll get every one of them!"

"Whom will you get? And how will you get them?" asked Merry Brown Robin.

"The boys and girls, the boys and girls," said Old Scowly Spine Pack. "They sit bent over their books, huddled in their chairs or slid away down at their desks. When they do this I make the little cushions between the bones of the back all packed so hard that they will not be straightened out again."

"Oh!" said Merry Brown Robin, "That will make the boys and girls weak and hollow-chested. Poor children! They will not be happy at all."

And Merry Brown Robin *did* like to see everybody happy.

"Happy?" said Old Scowly Spine Pack. "What's that? I like to see them all crooked, cross and crabbedy."

"Oh," said Merry Brown Robin, in a little sorry voice. "Nobody likes to be near them nor to play with them when they look all cross and crabbedy."

But Old Scowly Spine Pack only scowled the harder as he walked away, crooked, cross and crabbedy himself.

Merry Brown Robin flew to the west waving willow tree, perched among the branches on the sunny south side and thought and thought.

"What can I do? What can I do? Whom shall I tell? Whom shall I tell?" he chirped. "We do want the boys and girls to be happy. We want them to look straight and tall and brave. May be if they look straight and tall and brave they will grow to be that way."

But he could think of no way to help them, so he sang his evening song, tucked his head under his wing and went to sleep.

The next morning at the very first dawn of light he awakened, sang his merry morning song took his bath, ate his breakfast and started to think again.

"How can I keep Old Scowly Spine Pack from getting the boys and girls? How can I?"

The sun rose higher and higher; he thought harder and harder, but still he found no way to help.

He saw some boys and girls going to a big building with many, many windows. He flew to a tree near one of the windows that was open and looked in at the boys and girls.

Old Scowly Spine pack was just outside looking very, very cross, indeed.

Merry Brown Robin saw a sweet, pretty lady talking to the boys and girls. They were listening eagerly to what she was saying.

He saw her take a silk flag, hold it up before the children, and say: "This is the flag we love so well. This is the flag of our own beautiful country. Its colors say, be strong, be brace, be faithful. But no one can be strong who sits huddled over in school or at home. No one can be brave whose head is not erect, who does not try to sit straight and stand straight. No one can be faithful who does not try to grow strong and to be brave.

"This is the message the flag brings to you:. Because you love it, we know you want to do what it wants you to do.

"This is not always easy, but we know you will try. It means every day, and every day to sit erect, to stand straight, at home, at school, everywhere.

"It means washing your hands before placing food in the mouth or before preparing it for others; bathing often; brushing the teeth; eating wholesome food; breathing fresh air, getting sufficient sleep and being helpful to others. All this means hard work, but it makes you good looking, strong, healthy and happy.

"To be all this, to do all this, shows better our love for our flag and for our country than anything else we can do."

How Old Scowly Spine Pack did scowl! He knew this sweet-faced lady would teach the boys and girls the very things that would keep him away forever and a day.

But Merry Brown Robin sang and sang. He sang so merrily that he tumbled head first off the branch of the tree and had to spread his wings very quickly indeed to keep from falling right into the school-room.

"Now I know who can help. Now I know who can help," he sang.

"The nurses and the teachers! The nurses and the teachers! They can drive away Old Scowly Spine Pack any day because they are teaching the boys and girls to form habits that will make them well and strong. But the boys and girls themselves must help! They must try every day to keep him away!"

If Merry Brown Robin looked in your school room window would he find somebody there who is keeping Old Scowly Spine Pack away?"



## CHAPTER III

### Lessons 1 and 2

Weigh all children. Record weight. Send reports home to parents.

### Lesson 3

Hang posture charts where children can observe them closely.

Explain importance of good posture.

Charts can be obtained from the American Posture League, No. 1 Madison Avenue, New York City, (Price 12c copy) or The Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio.

### Lesson 4

Obtain a mirror, have children file by slowly and observe their own carriage.

Discuss improvement.

Sitting.

Standing — proper position for feet.

Demonstrate.

Permit children who show most marked improvement in posture to head lines.

### Lesson 5

"Eating slowly."

Chewing.

Retell story of "Magic Oat Field" (See Grade I).

### Lesson 6

"Attend toilet."

Compare body to an engine:

Removal of ashes — Bowel movement.

Need of water.

Fuel — Food.

Oiling — Exercise.

To run efficiently must be clean and in good condition.

### Lesson 7

Foods — the fuel for our engine.

Tell the story of "The Boy and His Pets". See page 57.

Discuss value of milk as a food.

Makes us grow.

Makes us beautiful.

Makes us strong.

Makes us healthy.

Makes strong white teeth.

Makes strong bones.

**Lesson 8**

Tell story of "Vegetable Men". See page ——. Discuss value of vegetables and fruits in children's diet. (Make blackboard drawings of Vegetable Men.) Tell story of "Vegetable men".

**CHAPTER IV****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

**Lesson 3**

Water for our "Boiler" — Compare to boiler of an engine.

Pure water

Before and after meals.

How much each day.

Why the individual cup? Permit children to fold.

Do we borrow? Why not?

Wo we lend? Why not?

**Lesson 4****STORY, THE LITTLE TOY SOLDIER**

He was the bravest, finest Toy Soldier in all the shop, and he was wonderfully dressed. You never, never could guess what color his trousers were. No, not khaki, although our soldier boys dress that way, not scarlet nor green; they were blue with nice black stripes along the sides. And his coat was green with beautiful shiny gold buttons on it. His little round hat sat on one side of his head and was fastened under his chin with a little strap. You never, never could guess what was under his nose — a tiny black mustache that curled tight at the ends. And how do you think his mouth was painted? In a smile. And he smiled and smiled all the while.

One day a big man came into the store and took him away to live in a house with a little boy named Charles. The little Toy Soldier liked it there the first day, but when night came, the little mother said, "Did you brush your teeth, Charles?"

"No, I don't want to brush my teeth. It is too much bother."

And what do you think? Charles scowled and pouted.

"Well, well," said the little Toy Soldier, "I do not want to live with a little boy who doesn't want to brush his teeth."

He couldn't get away just then, but the next morning Charles left him on the front porch rail. He tumbled right down to the sidewalk below. A small boy named Harold came along, picked him up and

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\* From "Cho Cho and the Health Fairy", Child Health Organization, 370 Seventh Ave., New York City.

played with him all day. That night at supper Harold's mother said, "Did you wash your hands, little son?"

"No, I don't want to wash my hands. Just little girls wash their hands all the time."

"Well, well," said the little Toy Soldier, "I am not going to live with a little boy that doesn't want to wash his hands before he eats."

He waited until the next day when Harold put him in his pocket and started to school. The little Toy Soldier dropped out of his pocket down to the curb below. He lay there a while when James came along, picked him up and took him home.

At lunch that day James said, "I want coffee mother."

And what do you think? He drank a great big cup of coffee.

"Oh," said the little Toy Soldier, "I do not want to live with a little boy who drinks coffee."

He was standing on the library table near the waste-basket. He tumbled into it, was carried out with the waste paper and dumped into a box at the rear of the house. A man came along with a wagon and took the paper and the little Toy Soldier to a factory. Here men were sorting paper.

"See the little Toy Soldier," said one big man, "I shall take him home to my small son."

Now this little boy could not walk so very well because he had hurt his foot. He tried to be cheerful anyway and helped his mother prepare the evening meal. When his father came home he said, "Have you had a nice day, son?"

"Yes," said the little boy. "I can mark all my health chores tonight, and when I went to the store a man asked me the way to the depot. I tried to be polite when I told him."

"Well, well," said the little Toy Soldier, "this is the kind of a boy I should like to live with. I believe I shall stay here all the time."

I haven't heard, so I suppose he is still living there.

NOTE: Adapted from the little Toy Soldier — "Story Telling for Patriotism".

### Lesson 5

Memorize Chore No. 7, "I was in bed ten hours or more last night and kept my windows open."

Teachers' Reference:

Winslow "Healthy Living, Vol. I, Chap. V., p. 67.

Gulick "Good Health", Chap. XII, p. 52; Chap. XIII, p. 57.

O'Shea-Kellogg "Health Habits", Chap. XII, p. 106.

Overton "Personal Hygiene", Chap. XX, p. 165; Chap. XXV, pp. 215, 216, 217.

Ritchie "Primer of Hygiene", Chap. X, p. 50; Chap. XX, p. 94.

**Lesson 6**

"Sleep."

Song —

"LITTLE BO PEEP"

(Tune: "Yankee Doodle")

Little Bo-Peep takes ten hours' sleep  
From every night 'til morn.  
Little Boy Blue sleeps ten hours, too,  
Before he blows his horn.

CHORUS:

But Simple Simon sits up late,  
And so 'tis plain to see  
Why he is dull while they are bright  
And happy as can be.

How many hours?  
Need of growing body?  
Regular habits?

**Lesson 7**

How to ventilate room at night.  
How to ventilate bed clothes during day.  
Why necessary.  
Survey ventilation of children's own bedrooms.

**Lesson 8**

Pillows — Big and Little.  
Effect on growth (illustrate by bent tree).  
Effect on health.

**CHAPTER V****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

**Lesson 3**

Heavy and light bed clothing.  
Hard and too soft beds — Effect on Posture.  
Newspaper as supplementary covering, and under mattress.

**Lesson 4**

Position for healthful sleep.  
How the Chinese children sleep.  
How the Mexican children sleep.  
How the Eskimo children sleep.  
How the Japanese children sleep.



How the children of the Tropics sleep.  
 How the cat and dog sleep.  
 How children should sleep.  
 Why?

### Lesson 5

What happens to our body while we sleep?  
 Explain growth of flowers at night.

### Lesson 6

Review of lessons on Chore No. 7.

#### LESSON PLAN ON SLEEP\*

*Aim:*

To teach the child that sleep is necessary to a healthy body.

*Approach:*

Recite poem:

Sleep, my baby, while I sing  
 Bed-time news of everything.  
 Chicken runs to mother hen,  
 Piggy curls up in the pen.  
 In the field, all tired with play,  
 Quiet now the lambkins stay.  
 Kittens cuddle in a heap,  
 Baby, too, must go to sleep.  
 Sleep, my baby, while I sing  
 Bed-time news of everything.  
 Now the cows from pasture come,  
 Bees fly home with drowsy hum.  
 Little birds are in the nest,  
 Under mother bird's soft breast.  
 Over all soft shadows creep  
 Baby now must go to sleep  
 Sleep, my baby, while I sing  
 Bed-time news of everything.  
 Sleepy flowers seem to nod,  
 Drooping toward the dewy sod,  
 While the big sun's fading light  
 Bids my baby dear good-night.  
 Mother loving watch will keep  
 Baby now must go to sleep.

— *Emilie Poulsson.*

*Talk about Poem:*

- (a) What the chickens, pigs, kittens are doing.
- (b) The time of the day, birds and animals go to bed, and why?

*Talk about baby:*

What does baby do most of the time? Sleeps.  
 Why?

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\* Cleveland School of Education, Summer Session 1920. Outline of Topic — Lesson Plan on Sleep. Presented by Agnes L. Tobin, Murray Hill School.

Talk about boys and girls:

- (a) The necessity of sleep.  
How sleep helps us.  
Loss of sleep and its results.
- (b) Requirements of a good healthy sleep  
Fresh air — windows.  
Cleanliness.
- (c) Sleep alone if possible.
- (d) Bed, pillow, covering. Kind and why?
- (e) Time.  
No. of hours.
- (f) Relax — Why?
- (g) Breathing.

### *Story Play*

- (a) Clock (Strike 7).
- (b) Coming of Sandman.
- (c) Preparing for bed.  
Wash hands, etc.
- (d) Opening windows.
- (e) Smell the flowers.
- (f) Jump into bed.
- (g) Relax.
- (h) Sing *Sandman Song* and children go to sleep.
- (i) Morning — Clock strikes seven — Children awake.

### **Lesson 7**

Out door sleeping.

How to dress.

Open air schools.

How children dress.

What they do.

If good for ill children, is it good for well children to be out of doors?

### **Lesson 8**

Need for good health.

### LESSON FOR GOOD HEALTH\*

*Aim:*

To have children see the need for good health and create a desire to attain it.

*Approach:*

Q. What do you like to do best?

Ans. Play with dolls, read, roller skate, etc.

\*Cleveland School of Education, Summer Session 1920. Outline of Topic —

Plan for Hygiene Lesson. Given by Edith H. Norton.

- Q. Do you like to play with your dolls when you have a headache, or a toothache, or a sore throat? When do you like to play?
- Ans. When you feel well.
- Q. What is another word for feel well?
- Ans. Good Health.
- (Teacher writes on board.)

*Lesson:*

This summer we are all going to grow healthy and strong.  
Discuss pictures of healthy children.

- Q. Does this baby drink milk or tea or coffee?  
How are the windows of this boy's bedroom at night?  
Does this boy play in the house or in the Fresh Air?  
How often does this baby take a bath?
- Q. What are some of the things we must do if we wish to be healthy?
- Draw from children and write on board:
- (a) Have a clean body — Chore 11.
  - (b) Breathe Fresh Air — Chore 6.
  - (c) Play in the Fresh Air — Chore 7.
  - (d) Eat good food — Chore 4.
  - (e) Sleep with the windows open — Chore 8.
- Q. If you could wish for anything you wanted, what would you wish for?
- Develop wish for health.

*Application:*

Children are asked to bring pictures for a Health Chart.

## CHAPTER VI

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

#### Lesson 3

Have children help to make health charts.

#### Lesson 4

Handkerchief Drill.

Story of "The Cotton Baby". See page 61.

Teach prevention of colds.

#### Lesson 5

Story of "Brushes' Quarrel". See page 72.

Play "Cleaning Teeth" game. See page 73.

**Lesson 6**

Memorize Chore No. 10. "I tried to keep neat, cheerful and constantly be helpful to others."

Teachers' Reference:

O'Shea-Kellogg "Health Habits", Chap. XVIII, p. 181.

Overton "Personal Hygiene", Chap. V, p. 38.

Winslow "Healthy Living", Vol. I, Chap. XII, p. 134.

Gulick "Good Health", Chap. XXII, p. 118.

Ritchie "Primer of Hygiene", Chap. XVI, p. 77.

**Lesson 7**

Clean clothing.

Day and night clothing separate.

Airing.

Material for underwear.

Frequent change of garments worn next to skin.

Reasons.

**Lesson 8**

Care of outer garments.

Brushing, out doors.

Hanging up when not in use.

Care of shoes and rubbers.

When rubbers and sweaters should *not* be worn.

Wet clothing — danger of wearing.

**CHAPTER VII****Lessons 1 and 2**

Weigh and measure all children. Record weight. Send report home to parents.

**Lesson 3**

Types of Shoes.

What an ill-fitting shoe does to the foot.

Foot binding in China.

Type of shoe children should wear.

Care of shoes.

Cleaning.

Teachers' Reference:

O'Shea-Kellogg "Health Habits", Chap. XVIII, p. 187.

Overton "Personal Hygiene", Chap. VI, p. 45.

Winslow "Healthy Living", Vol. II, Chap. III, p. 35; Chap. XXXII, p. 368.

Gulick "Body at Work", Chap. VI, p. 44.

Ritchie "Primer of Hygiene", Chap. XVI, p. 77.



Excellent charts may be obtained from Women's Press, 610 Lexington Avenue, New York City. Price 15 cents per set.

Have children bring pictures of neat looking children for next lesson.

### **Lesson 4**

Neatness,

Personal neatness.

Surroundings — desks — bedroom, etc.

Possessions — care of books — playthings, etc.

How should a neat child look when he or she is ready for school.

Tell story "The Fairy's Party".\*

#### **STORY**

"All of the characters in the book have a lovely time at the Fairy's Party, but just to keep in practice they have a last chance at one of the Imps of Ignorance. This wicked creature tries to to spoil every one's good time, but a Health Party is a Health Party and no one can prevent it."

How was the fairy dressed?

### **Lesson 5**

Retell the story of "Old Scowly Spine Pack". See page 74.

Have children observe posture in mirror.

### **Lesson 6**

Discuss story.

Have children give their reasons for good posture.

### **Lesson 7**

Folk dancing or games out of doors or with the windows open to stress Chores Nos. 5 and 6.

### **Lesson 8**

Retell story of "The Boy and His Pets". See page 57.

How many children are drinking milk?

What does milk do for boys and girls?

## **CHAPTER VIII**

### **Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

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\* From "Cho Cho and the Health Fairy". Child Health Organization, 156 Fifth Avenue, New York City.

**Lesson 3**

Cheerfulness at meals:

Eat slowly.

Chew thoroughly.

Be happy while eating.

Effect of anger on digestion:

Experiment by Dr. Cannon, Boston, Mass. "A cat disturbed before feeding digests food very slowly owing to the fact that the digestive fluids are not secreted rapidly enough to take care of the food. A cat stroked and made very comfortable and happy has an abundant secretion and digests its food very rapidly."

Reference: Gulick "The Body at Work", Chap. XIX, p. 149.

**Lesson 4**

Cheerfulness:

At school.

At home.

What is meant by cheerfulness?

Do people like cheerful children?

Which child is happiest?

A Cheerful child?

A gloomy surly child?

Which child is most cheerful?

An ill child?

A healthy child?

**Lesson 5**

"To bring out being constantly helpful to others."

Tell the story of "The Lovely Bird".\*

How did he help the children?

Bring out self sacrifice of all the animals in the story.

**Lesson 6**

Retell story of "Billy Boy".

How was the Collie helpful?

How can children be helpful at school — at home?

**Lesson 7**

Handkerchief Drill. See page 19.

Permit children to tell story of "The Cotton Baby".

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\*From "Cho Cho and the Health Fairy". Child Health Organization, 156 Fifth Avenue, New York City. Price 10c per copy.

**Lesson 8**

Retell story of "Magic Pearls". See page 50.

Toothbrush Drill. See page 17.

Play game "Cleaning Teeth". See page 73.

Sing song "Pearly Teeth". See page 42.

**CHAPTER IX****Lessons 1 and 2**

Weigh all children. Record Weight. Send report home to parents.

**Lesson 3**

Memorize Chöre No. 11. "I took a bath on each day of the week that my mother could help me."

Teachers' Reference:

O'Shea-Kellog "Health Habits", Chap. XVII, p. 168.

Overton "Personal Hygiene", Chap. III, p. 23.

Gulick "Good Health", Chap. XX, p. 101; Chap. XXI, p. 108.

Winslow "Healthy Living", Vol. I, Chap. XII, p. 132; Chap. I, p. 11; Chap. XV, p. 170.

Ritchie "Primer of Hygiene", Chap. XV, p. 71.

**Lesson 4**

Bathing.

Discuss:

Baths of flowers and grass — dew — rain.

Baths of birds.

Baths of kittens.

Baths of ducks.

Baths of chickens — dust baths.

Baths of babies.

Baths of little boys and girls.

Why do all little and big children and grown people need a bath at least twice a week?

Makes them grow.

Makes them healthy.

Makes them beautiful to look at.

Makes them strong.

**Lesson 5**

Is a bathtub necessary for bathing?

How can we take a bath without a tub?

Emphasize frequent change of water.

Explain an air bath.

Value of brisk rubbing.

What kind of soap did we learn to use on the skin? Why?

Is it necessary for us to have our own towel for bathing?

What may happen if we put dirty fingers and pencils into our nose and mouth?

What happens to the skin of our face, hands, bodies, when we are walking on a dusty street? When we handle dirty things?

Does it protect our health to bathe?

All clothing should be removed when bathing and aired or changed, if soiled.

Is it harmful to sleep in our clothes?

What articles do we need for a good bath?

A warm room.

Plenty of hot water.

Plenty of cold water.

Two large towels or pieces of cloth.

Two wash cloths.

One-half cake pure white soap.

A slop pail for dirty water.

Clean clothes twice a week next to the skin.

Explain to children different sub-topics, list is given as suggested material to teachers, not to be given to children. Example: If we have a warm room, more time can be taken for our bath without danger of taking cold.

How can we bathe in the room with other people? By pinning around the shoulders a sheet or something to cover the body and taking our bath underneath.

### Lesson 6

Retell story of "The Vegetable Men". \*

How many children are eating vegetables? When? What kinds?

Demonstrate with a basket of vegetables?

### Lesson 7

Check up illnesses among the children during the winter.

Endeavor to bring out improved health among the children who have gained and practiced health habits.

### Lesson 8

Discuss loss and gain in weight.

Children's diets — improvement.

Reasons for gain — milk instead of coffee, etc.

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\* From "Cho Cho and the Health Fairy", Child Health Organization, 370 Seventh Ave., New York City.



Stress gain — congratulate children who have made the greatest gain during the winter. Do not dwell too much on loss of weight in talking to children. A child who has not gained after carrying out the program should be taken to a physician.

Co-operation in the home is necessary in all cases.

Arrange summer contests:

Keeping weight up to normal.

Have children keep record of number of ill days during the summer. These should include:

Toothache.

Headache.

Earache.

Colds.

Sore Fingers.

Sores on the body.

This record should be brought to school at the beginning of the fall term and recognition given to child who has made best record.

### GRADE III

Aim: The fixation of the 11 health chores.  
Emphasizing the care of the teeth.  
How to prevent eye strain.

"Dr. William Osler has expressed the belief that more physical degeneracy can be traced to neglect of the teeth, than to the abuse of alcohol."\*

In this grade Modern Health Crusade chore folders should be used; —be *kept in school*,—and marked by children each morning *after* morning inspection. Insignia is *not* awarded, nor do the children earn titles.

### CONTENTS

#### Chapter

- I. Chore No. 9. Review — Diets.
- II. Chore No. 1. Teeth: Story "The Brushes' Quarrel", Winslow.
- III. Chore No. 5. Posture: "The Young Prince and the Robber Children", Winslow.
- IV. Chore No. 6. Setting up exercises. Story "Nancy's Dream", Winslow.
- V. Chores No. 7 and No. 3.
- VI. Chore No. 4.
- VII. Chore No. 8. Prevention of eye strain.
- VIII. Chores No. 2 and No. 11. Song "Clean Up".
- IX. Chore No. 10. Proper Shoes.

Credits should be based on the percent of chores carried out to the satisfaction of the teacher. At least a 75 per cent record or 54 chores per week should be the standard.

### HEALTH CREED\*

"My body is the temple of my soul.

Therefore:

- I will keep my body clean within and without.
- I will breathe pure air and I will live in the sunlight.
- I will do no act that might endanger the health of others.
- I will try to learn and practice the rules of healthy living.
- I will work, rest and play at the right time and in the right way so that my mind will be strong and my body healthy, and so I will lead a useful life and be an honor to my parents, to my friends, and to my country."

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\* Terman, "Hygiene of School Child", p. 167.

\* Dr. Haven Emerson.

**CHAPTER I****Lessons 1 and 2**

Weigh and measure all children. Record weight. Send report home to parents.

**Lesson 3**

Review:

Chore 9. "I tried hard today to eat only wholesome food and to eat slowly. I went to toilet at my regular time."

Teachers' References:

O'Shea-Kellogg "Health Habits", Chap. XV, p. 141, Chap. XIII, p. 117.

Overton "Personal Hygiene", Chap. IX, p. 67; Chap. X, p. 77; Chap. XI, p. 84.

Winslow "Healthy Living", Vol. I, Chap. I, p. 13; Chap. XIII, p. 146; Chap. VII, p. 81; Chap. XIX, p. 213.

Gulick "Good Health", Chap. XXIX, p. 153.

Ritchie "Primer of Hygiene", Chap. VIII, p. 32.

Have children repeat chore in unison. Teach children to mark up chore folders. Tell story of "The House the Children Built".\*\*

**INTRODUCTORY LESSON\***

Aim:

1. To learn that health is happiness.
2. To develop meaning of hygiene.
3. To develop simple set of health rules.

Approach:

Story, "The House the Children Built".

Selected from "Cho-Cho" and the Health Fairy". Published by Child Health Organization, 156 Fifth Avenue, New York City.

Lesson:

Discussion of Story.

1. What was the fairy's name? Health.
2. Who threw the ball? Witch.
3. What was the witch's name? Ignorance.
4. What is an ignorant person? One who doesn't know anything and doesn't want to know anything.
5. Why did the witch throw the ball? Because she was jealous of Health. Ignorance, then, is an enemy of Health?
6. Who was Health's friend? Education.

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\*Cleveland School of Education, Summer Session 1920. Outline of Topic—Plan for Hygiene Lesson. Given by Angela Brennan.

\*\* From Child Health Organization, 370 Seventh Ave., New York City.

7. What did Education do? Rebuild Health's house.
8. What do we call this house we live in? Our body.
9. When can you play best, work best? When we feel well. Yes, when we are healthy.
10. How do we feel, when we are healthy? Happy. Yes, because Health is Happiness.

Today we are going to learn how to keep a record of our health habits

This game of health is the most wonderful in the world. When we play a game, we have certain rules.

Can you think of a rule of health?

Name the rules of health.

Pass out Chore Folders to children, so that they may keep a record of their health chores.

#### Lesson 4

Collect weight and health records kept during summer and compare with September weight. Give some mark of distinction to child making the most marked improvement.

Discuss improvement in diets. Survey coffee and milk drinkers.

Suggestion for coffee survey:

Draw a cow and a coffee pot. Put beneath a list of the children and have each recruit to the cow bring up the general room average.

Assign parts in "Magic Oat Field" \* with a view to dramatizing.

#### Lesson 5

Dramatize "Magic Oat Field". \*

Have children bring pictures of correct foods for posters.

#### Lesson 6

Make "Food" Posters for school room.

#### Lesson 7

Assign parts in "Vegetable Men". \*

#### Lesson 8

Dramatize "Vegetable Men". \*

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\* From "Cho Cho and the Health Fairy", Child Health Organization, 370 Seventh Ave., New York City.



**CHAPTER II****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

**Lesson 3**

Review Chore No. 1. "I washed my hands before each meal today."

Teachers' References:

O'Shea-Kellogg "Health Habits", Chap. XVII, p. 174.

Overton "Personal Hygiene", Chap. III, p. 26.

Gulick "Good Health", Chap. VIII, p. 34.

Winslow "Healthy Living", Vol. I, Chap. I, p. 12; Chap. XII, p. 133.

Ritchie "Primer of Hygiene", Chap. XXXI, p. 161; Chap. XXXII, p. 164.

**Lesson 4**

Read story "The Lovely Bird". \*

Assign parts.

Discuss dangers from the Imps, Dirt and Neglect.

**Lesson 5**

Dramatize "The Lovely Bird". \*

**Lesson 6**

Why do we brush our teeth? Permit children to give reasons.

"Toothbrush Drill". See page 14.

Assign parts for "The Brushes' Quarrel". See page 72.

Discuss relative values of different brushes.

**"BRUSHES' QUARREL" \***

Aim:

1. To learn value of keeping teeth clean.
  - (a) As an aid to healthy living.
  - (b) Experience joy in feeling of fresh, clean mouth and shining teeth.
2. Care of toothbrush.

Approach:

Story "The Brushes' Quarrel".

From "Healthy Living," Winslow.

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\* From "Cho Cho and the Health Fairy", Child Health Organization, 370 Seventh Ave., New York City.

## Lesson :

1. Whom do you think was chosen king of the brushes?  
The toothbrush. The toothbrush child is one of our best friends.
2. How many children use a toothbrush each day?
3. What kind of a brush do you like best? Bristles should be soft for children — stiff but not too hard.
4. Why do ye brush our teeth?
  - (a) To keep them clean.
  - (b) Because clean teeth do not decay.
  - (c) Clean, straight shining teeth are good to look at.
  - (d) Clean, healthy teeth grow strong and sound because a clean tooth cannot decay.
5. What kind of teeth has a dog? Pointed.
6. What kind of teeth has a horse? Flat.  
In each case the teeth are of just the kind needed to work on the kind of food the animal eats.
7. What does a dog eat? Meat. It has to be torn by the pointed teeth of a dog.
8. What does a horse live on? Hay and oats. The food of the horse must be ground into a fine pulp.
9. Which kind of teeth have you in your mouth? In the front we have cutting teeth, while at the back, we have flat teeth for grinding.
10. How can you tell what work our teeth do? Grind and cuts our food.
11. If our teeth are decayed can they do their work well? No.
12. Why? Because a decayed tooth is sick. You know when you are sick you cannot work.  
Now children, we will have a toothbrush drill to learn exactly how to brush our teeth to keep them clean and healthy.  
Give toothbrush drill.
13. When should teeth be cleaned? In the morning, and before going to bed.
14. What should be done with our toothbrush when finished? Clean brush thoroughly and hang up, in sunlight, if possible, to dry.

## ORIGINAL POEM

1. Show a model.
2. Observe lines which rhyme.
3. Count syllables in line.
4. Analyze.

5. Compose.
6. Give title.

Illustration:

Little Bo-Peep has lost her teeth,  
And this is the tale about them,  
Had she brushed them each day,  
As the Health Chores say,  
She needn't have been without them.

### Lesson 7

Dramatize "Brushes' Quarrel".

Have children bring pictures of child with clean teeth and of brushes, toothpaste, etc.

### Lesson 8

Make "clean teeth" poster.

## CHAPTER III

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

### Lesson 3

Review Chore No. 5. 'I took ten or more deep breaths of fresh air today and was careful to protect others if I spit, coughed or sneezed.'

Teachers' Reference:

Winslow "Healthy Living", Vol. I, Chap. XIX, p. 217.

Gulick "Good Health", Chap. I, p. 1; Chap. II, p. 6.

Overton "Personal Hygiene", Chap. XIX, p. 146.

O'Shea-Kellogg "Health Habits", Chap. XI, p. 93.

Ritchie "Primer of Hygiene", Chap. X, p. 46; "Primer of Sanitation", Chap. XII, p. 47.

### Lesson 4

Handkerchief Drill.

Tell story of "Cotton Baby". See page 61.

Have children dramatize.

Bring out necessity of always carrying a clean handkerchief and using it.

Have a supply of paper napkins with a paper sack in the waste paper basket for disposal.

### Lesson 5

Good Posture.

Tell story "The Young Prince and the Robber Children".\*

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\* From Winslow "Healthy Living". Vol. I.

## THE STORY OF THE YOUNG PRINCE AND THE ROBBER CHILDREN

A story is told of a young prince who was once traveling with some of his courtiers to a distant city. The party was set upon in the forest by robbers, who killed all the attendants and carried off the prince as a prisoner. They took off his fine clothing and made him pile wood and carry water and do the rest of the work of the camp, just as their own children did.

The governor of the city heard from people in the forest about the kidnapping, and he sent out soldiers who drove off the robbers and brought all the children in the camp to the governor's palace. The young prince told the soldiers who he was and thanked them for rescuing him. The robbers' children, however, were as bad as their parents. As soon as the real prince had spoken, one of them cried out, "That is not true." He is not the prince." And another said, "No, I am the prince," and another, and another. Prince and all were dirty and clothed in rags. No one in this city had seen the prince since he was a baby and the soldiers were much puzzled to know what to do.

The governor of the city, however, was an old man and very wise. He had all the would-be princes brought before him. After looking at them all for a moment, he went up to the real prince and said: "Your Highness, I know that you are the prince because you hold yourself like a king; and I know that these others are the children of the robbers because they slouch and crouch like thieves, as they are."

If you were kidnapped, as the prince was, could any one tell you from the robber children by the way you hold yourself?

## Teachers' References:

Winslow "Healthy Living", Vol. I, Chap. III, p. 35.

Overton "Personal Hygiene", Chap. XIX, p. 154; Chap. XXIV, p. 204.

Gulick "Good Health", Chap. XI, p. 51; Chap. XXXI, p. 170.

O'Shea-Kellogg "Health Habits", Chap. III, p. 13; Chap. IV, p. 24; Chap. V, p. 33.

Ritchie "Primer of Hygiene", Chap. XVII, p. 81; Chap. XXVII, p. 131.

**Lesson 6**

Teach setting up exercises. Windows open.

Winslow "Healthy Living", Vol. I, pp. 12-36.

Have children give reasons for exercising this way.

General discussion.

**Lesson 7**

Practice setting up exercises with the windows wide open.

Have children write a short essay on: "The Value of Fresh Air and Exercise."



### Lesson 8

Practice setting up exercises with the windows wide open. Impress upon the children the importance of making exercise in the fresh air a regular morning habit.

Permit children to read essays.

Have the children bring pictures for a Fresh Air Exercise poster illustrating Chores Nos. 5 and 6.

## CHAPTER IV

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

### Lesson 3

Permit children to make poster illustrating Chore No. 5.

### Lesson 4

Review Chore No. 6. "I played outdoors or with the windows open more than thirty minutes today."

Tell story "Nancy's Dream".\*

#### NANCY'S DREAM

Once upon a time a little girl named Nancy dreamed that she and her friend, Virginia, were walking together through a wood in winter. Soon they came to a high rocky cliff that rose up among the trees, and in the middle of the cliff was a cave. A red light shone out of the mouth of the cave; and as they drew nearer, holding each other's hands because they were just a tiny bit frightened, they saw that a big fire was burning inside. About the fire, little figures were moving. When two or three came out to see who was passing, the children were not frightened any longer, for they saw that the people who lived in the cave were little Mountain elves. The Elves came up to Nancy and Virginia and bowed very politely, almost touching the ground with their tall, pointed caps.

"Won't you come in, pretty children," they said, "and rest by our fire? You can lie on soft couches of pine needles in the warm cave, and we will sing you to sleep with our sweet mountain lullabies."

"That sounds pleasant," said Nancy, "and it is very polite of you to ask us."

"Wait a moment, though," said Virginia, "who are these coming?"

They all looked around, and who should come trooping through the wood but a whole party of Snow Fairies, dancing and leaping and frolicking, with little shiny crowns of snow crystals in their hair.

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\* Winslow "Healthy Living", Vol. I, p. 139.

"Come and play with us, children," they cried. "Come out and romp in the snow. We will chase you and roll you over and pinch your cheeks with the frost, till they shine as pink as round apples in the autumn. Our hearts are as light as the snow that the wind drives before it, and we sparkle like the snow crust when the sun shines on it through the forest."

"I want to play with the Snow Fairies," cried Virginia joyously.

"No," said Nancy. "It is cold and I shall stay in the cave." This was a dream, remember. In real life Nancy and Virginia were such good friends that nothing would have separated them; but in the dream Virginia went off to play with the Snow Fairies and Nancy dozed in the cave of the Mountain Elves.

Late in the afternoon Virginia and the Fairies came storming back, and the light of the sun was in their eyes and the breath of the wind was in their dancing. And Virginia cried, "Oh, Nancy, we have had the most wonderful time. We have played tag among the trees on the smooth snow crust, and we have coasted down the hills and built snow houses in the hollows. I never had such a beautiful day in my life. What have you done, Nancy?"

But Nancy, having done nothing at all but doze over the fire, felt dull and cross and sleepy. So when she woke up after the dream was all over, she made up her mind she would go out and play with the Snow Fairies instead of staying by the fire, when she had the chance next time.

#### Teachers' Reference:

Winslow "Healthy Living", Vol. I, Chap. I, p. 16-17; Chap. XII, p. 138; Vol. II, Chap. XVIII, p. 209; Vol. II, Chap. XXXII, p. 366.

Overton "Personal Hygiene", Chap. XXIV, p. 206.

Gulick "Good Health", Chap. I, p. 1; Chap. XXXI, p. 165.

O'Shea-Kellogg "Health Habits", Chap. IX, p. 74; Chap. X, p. 82.

Ritchie, "Primer of Hygiene", Chap. XXXII, p. 169.

Bancroft "Games", Pub. MacMillan Publishing Co., New York City. Price \$2.00.

"Social Plays, Games, Marches, Old Folk Dances and Rhythmic Movements", for use in Indian Schools. Government Printing Office, Washington, D. C. Price 10c.

### Lesson 5

Games that we play outdoors. Bring out value of group spirit.

### Lesson 6

Games that we play indoors. Bring out value of group spirit.

**Lesson 7**

Have children write a little story on "Play" — what it does for our bodies and minds.

**Lesson 8**

Permit children to read stories. General discussion.

**CHAPTER V****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

**Lesson 3**

Review Chore No. 7. "I was in bed 10 hours or more last night and kept my windows open."

Teachers' References:

Winslow "Healthy Living", Vol. I, Chap. I, p. 18; Chap. XIX, p. 217; Chap. XX, p. 165.

Overton "Personal Hygiene", Chap. XXV, p. 215.

Gulick "Good Health", Chap. XI, p. 47; Chap. XIII, p. 57; Chap. XII, p. 52.

O'Shea-Kellogg "Health Habits", Chap. XII, p. 106.

Ritchie "Primer of Hygiene", Chap. XX, p. 94.

**Lesson 4**

Importance of Fresh Air at night. How to ventilate a bedroom properly.

Position in bed:

Effect on lungs.

Effect on bones.

Why a low pillow is best.

How to keep warm with enough fresh air.

Value of morning exercises.

Have children bring pictures for a "Sleep" Poster.

**Lesson 5**

Make poster portraying "Sleep". Bring out fresh outdoor air. Encourage pictures of moon and stars, trees and blowing curtains.

**Lesson 6**

Review Chore No. 3. "I kept fingers, pencils and everything likely to be unclean or injurious out of my mouth and nose today."

## Teachers' References:

Winslow "Healthy Living", Vol. I, Chap. XI, p. 170.

Overton "Personal Hygiene", Chap. XXII, pp. 174-9.

Gulick "Good Health", Chap. VIII, p. 34.

O'Shea-Kellogg "Health Habits", Chap. XIX, p. 196.

Ritchie "Primer of Hygiene", Chap. XXXI, p. 169; "Primer of Sanitation", Chap. X, p. 37; Chap. XII, p. 52; Chap. XXXII, p. 164.

**Lesson 7**

Have children write a story on:

Why fingers and pencils should be kept out of the mouth and nose.

Why our hands should be washed frequently.

Who do we protect when we follow health habits carefully?  
Ourselves only?

What should be the aim of any boy or girl in following the habits of health?

**Lesson 8**

Permit children to read stories. General discussion.

**CHAPTER VI****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

**Lesson 3**

Review Chore 4. "I brushed my teeth thoroughly last night and this morning."

## Teachers' References:

Winslow "Healthy Living", Vol. I, Chap. IX, p. 99.

O'Shea-Kellogg "Health Habits", Chap. XVI, p. 151.

Overton "Personal Hygiene", Chap. VIII, p. 59.

Gulick "Good Health", Chap. XXVIII, p. 147.

Ritchie "Primer of Hygiene", Chap. IX, p. 38.

**Lesson 4**

Toothbrush drill.

Inspect toothbrushes.

Story of "Magic Pearls". See page 50.

Game with windows open.

"Cleaning Teeth." From Colgate & Co., New York City. Free.



**Lesson 5**

Original songs, slogans. Verses on "Pearly Teeth".

**Lesson 6**

Permit children to conduct a socialized lesson on "Tooth" poster.  
Why do we have two sets of teeth?

What four teeth stay in our mouth all of our lives?

When do they come?

Demonstrate where they are found. (Teacher will draw an upper and lower set of teeth on board and permit children to point out the first permanent molars.)

Why do we care for our teeth?

To make us beautiful.

To keep us healthy.

(Discuss child with decayed teeth and child with strong white ones.)

How do we care for our teeth?

What can we use instead of toothpowder?

**Lesson 7**

Toothbrush drill.

Socialized lesson continued.

How often do we brush our teeth?

(Divide room into two teams — Harvard and Yale — and see which can have the best record in care of teeth, including correction of decay.)

How do we care for our toothbrush?

What do we do to a new toothbrush before we use it?

How often do we visit the dentist?

Do we wait for a tooth to decay before going?

**Lesson 8**

Dramatize "Brushes' Quarrel".

**CHAPTER VII****Lessons 1 and 2**

Weigh and measure all children. Record weight. Send report home to parents.

**Lesson 3**

Review Chore No. 8. "I drank four glasses of water including a drink before each meal and drank no tea or coffee today."

**Teachers' References:**

O'Shea-Kellogg "Health Habits", Chap. XIV, p. 130.

Overton "Personal Hygiene", Chap. XII, p. 92.

Winslow "Healthy Living", Vol. I, Chap. XIII, p. 146; Chap. VII, p. 89.

Ritchie "Primer of Hygiene", Chap. VIII, p. 33.

**Lesson 4**

Have the children make a list of drinks that are beneficial and give the reasons. Read list and have general discussion.

Example —

1. Pure water.
2. Fruit juices.
3. Milk.

(Permit elaboration, i. e., lemonade, cocoa, etc.)

How much water should we drink during the day?

How should one drink very cold water? Why?

What should we do to make safe, water that we are not very sure of?

How long should it be boiled?

What drinks can we buy at the soda fountain that will not hurt us? Soda fountains should use paper glasses that can be thrown away or should boil the glasses that are used. Glasses that are simply rinsed are dangerous. They may give you colds, sore throats, or make you very, very ill.

Have children bring pictures for "Water" poster.

**Lesson 5**

Individual cups — why necessary.

Drinking fountains — their use and abuse.

What would make a drinking fountain unsafe for other people?

Should we put our mouth directly over the bulb which sends out the water? Why not?

If the water is not running a strong stream, is it safe for many people to drink one after the other? What may happen?

A fountain should throw a vertical stream so that the water from the mouth cannot fall again into the source of supply.

Permit children to fold cups.

Make "Safe Water" poster.

**Lesson 6**

Handkerchief Drill. See page 19.

Permit children to dramatize story of "The Cotton Baby".

Bring out the use of handkerchiefs by all nations.

Japan — Paper.

England, Italy — Cotton.

France, America — Linen and silk.

Germany, etc.

Why do we carry handkerchiefs?

When — on any special day? Sunday? Or all the time?

Is it safe to carry a dirty handkerchief?

Should we wipe our hands or our desk with our handkerchief  
and then our nose

Why?

Do we lend or borrow?

Do we use our handkerchief for our little brothers and sisters?

Why not?

Inspect handkerchiefs.

**Lesson 7**

Care of the Eyes. Rubbing with Dirty fingers.

Teachers' References:

Gulick "Good Health", Cha. XIV, p. 62; Chap. XV, p. 70.

Overtton "Personal Hygiene", Chap. XXVI, p. 219.

Winslow "Healthy Living", Vol. I, Chap. VI, p. 70; Vol. II,  
Chap. XVI, p. 188.

Ritchie "Primer Sanitation", Chap. XXXII, p. 164.

**Lesson 8**

Prevention of eye strain. Drill children in protection of eyes.

Proper position while reading. Light over left shoulder (demonstrate).

Proper position for holding book. Resting the eyes by looking up at intervals.

Danger of reflected light from glazed surfaces — black boards, glazed papers, etc.

Blurred vision. Reporting to teacher.

Headache or pain in eyes.

Danger of common towel (trachoma, conjunctivitis).

Danger of facing a strong light, etc.

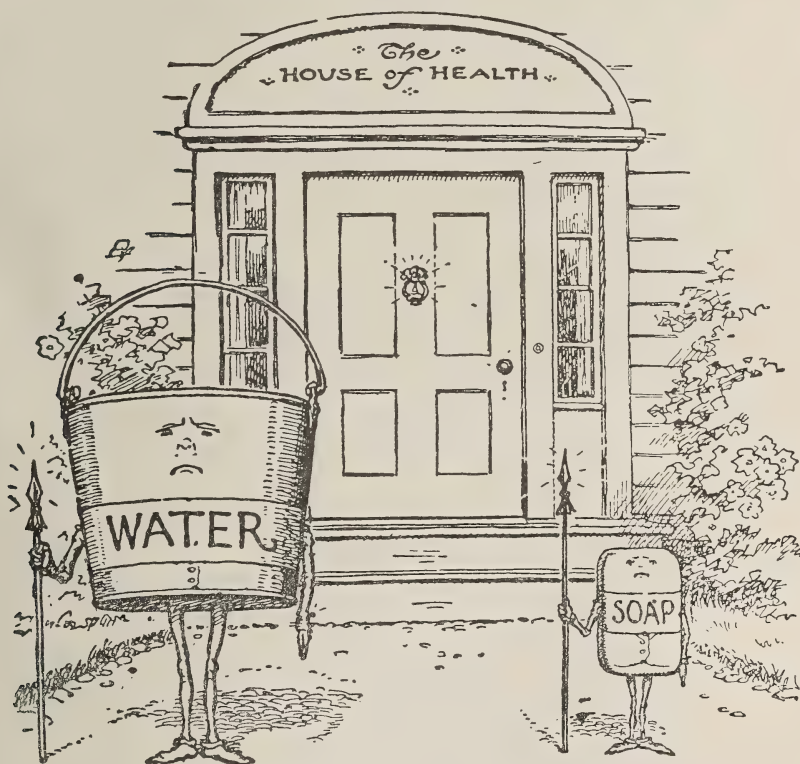
Have children write an original story on "How to Care for the Eyes", as correlated in writing lesson.

**CHAPTER VIII****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.

**Lesson 3**

Review Chore No. 2. "I washed not only my hands and face, but my neck and ears and cleaned my fingernails today."



From Winslow "*Healthy Living*," Vol. 1  
Charles E. Merrill Company, Publishers.

**Teachers' References:**

Winslow "*Healthy Living*," Vol. I, Chap. XII, p. 132; Chap. I, p. 11; Chap. XV, p. 170.

O'Shea-Kellogg "*Health Habits*," Chap. XVII, p. 168.

Overton "*Personal Hygiene*," Chap. III, p. 23.

Gulick "*Good Health*," Chap. XX, p. 101; Chap. XXI, p. 108.

Ritchie "*Primer of Hygiene*," Chap. XV, p. 71.



**Lesson 4****Care of Skin.**

Care of fingernails (Demonstrate cutting, cleaning, care of cuticle).

**Care of Hair.**

Have children write an original story.

Inspect fingernails for biting and cleanliness.

Have children bring pictures of pretty, well cared for hands.

**Lesson 5**

Make "Clean Hands" poster.

**Lesson 6**

Review Chore No. 11. "I took a bath on each day of the week that my mother could help me."

Teachers' References: (See above, listed under Chore No. 2.)

How often should we bathe? At least twice a week.

Is a bath tub necessary to take a good bath? No.

How did we learn to bathe without a bath tub? Wash bowl — elaborate.

What is necessary? Plenty of water.

Are little children the only young things who bathe? No.

Kittens, dogs, ducks, wild animals, birds (Have children explain how).

What kind of soap should we use? Why?

What do we do with our towel when we finish bathing?

Why should we have our towel clean and have it clean?

Does it protect our health to bathe? How?

How often should we change the clothes next to our skin?

**Lesson 7**

Permit children to dramatize "The Morning Toilet".

Have one child play "Clock", striking his hands together for each quarter hour.

7 A. M. Jumping out of bed.

Pulling the bed clothes over the foot of the bed to air.

7:15 A. M. Jumping into and out of the tub. Brisk rub.

Brushing teeth.

Combing hair.

Brushing shoes.

Brushing clothes.

Clean handkerchief.

7:30 A. M. Eating breakfast.

Have several children tell what they would eat for breakfast.

Make list on blackboard.

8:00 A. M. Breakfast over — rinse mouth — wash hands.

8:15 A. M. Ready for School.

Original rhymes on "Morning Toilet".

### Lesson 8

Teach "Clean-Up Song".

#### CLEAN UP SONG\*

(Tune: "Marching Through Georgia")

Bring the soap and water, boys, we'll have another scrub,  
For we always wash ourselves before we eat our food,  
Twice a week and sometimes more, we jump into a tub,  
For we are all Health Crusaders.

#### CHORUS:

Hooray, Hooray, we're clean as we can be,  
Hooray, Hooray, our teeth are shining, see!  
We are fighting for Good Health, we're out for Victory,  
We're boy and girl Health Crusaders.

"They can't keep the rules, we know," folks said when we began,  
We will prove that they were wrong, we'll show them that we can,  
Each of us intends to win, not be an "also ran,"  
For we are all Health Crusaders.

#### CHORUS:

## CHAPTER IX

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

### Lesson 3

Review Chore No. 10. "I tried hard today to sit and stand up straight, to keep neat, cheerful and clean minded and to be helpful to others."

Teachers' References:

Winslow "Healthy Living", Vol. I, Chap. III, p. 35.

O'Shea-Kellogg "Health Habits", Chap. III, p. 13; Chap. IV, p. 24; Chap. V, p. 33.

Gulick "Good Health", Chap. XI, p. 52; Chap. XXXI, p. 170.

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\*From "The Crusader", February, 1919, Wisconsin Anti-Tuberculosis Association.

Overton "Personal Hygiene", Chap. XIX, p. 154; Chap. XIV, p. 204.

Ritchie "Primer of Hygiene", Chap. XXVII, p. 131.

Retell story "Young Prince and the Robber Children". See page 94.

Bring out princely qualities: honor, courtesy, cleanliness (mind and body), health, bravery, and helpfulness.

#### **Lesson 4**

Have children dramatize "Young Prince and the Robber Children". Select child with best posture to represent the young prince.

#### **Lesson 5**

Setting up exercises.

Value of exercise and posture. Fresh air.

Socialized lesson on the poster.

#### **Lesson 6**

Proper shoes:

Demonstrate with smoked paper — imprint of child's foot, choosing if possible:

1. A strong arch.
2. A weak arch.

Bring out the danger of wearing poorly fitting shoes.  
Permit children to dramatize:

How the Indian walks.

How the Chinese lady walks.

How the lady in French heels walks.

How the lady in sensible shoes walks.

The value of exercising the muscles of the foot after removing the shoes and stockings at night.

1. Standing on tip toes with feet pointing straight.
2. Rotary motion in — out.
3. Spreading the toes wide apart.
4. Pointing the foot down drawing forward as far as possible, etc.

Show charts and permit children to explain.

#### **Lesson 7**

Examination: Have the Board of Health survey the number of children who are now keeping the health chores as shown by morning inspection. Some record should appear on child's grade card.

**Lesson 8**

Have this last lesson of grade represent a "Health Milestone".

Arrange a social program and provide some mark of distinction for the children who in the estimate of the teacher have really formed the eleven health habits. (A health playlet in costume given for the parents of the children would be a fitting way to close the year.)

*Do not make an exception or award* for children in whose case there is any doubt.

Stimulate further activity and express the hope that in Grade IV the average will meet the requirements.



## GRADE IV

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### *Aim:*

Knowledge of the laws of health.

"Health must be presented in a way to make it immediately desirable. Children live in the present and remote attainment does not interest them."

## CONTENTS

In this grade Modern Health Crusade Chore Folders should be used. *Kept at home* and marked by children each morning. They should be brought to school once a month to be checked with the morning inspection blanks. Titles and insignia are not awarded.

Chapter.

### I. Balanced Diets.

Table of Calories.

"Our Friends the Foods", Playlet.

### II. Something About Milk.

"Milk Fairies", Story.

### III. Tea and Coffee.

"The Boy Who Walked Around Mt. St. Michel" (Story).

Vegetables.

"Vegetable Men", Playlet.

### IV. Fresh Air.

"Judith and Ariel", Playlet.

"How the Holly Berry Almost Lost Its Red Cheeks", Story.

"The Brownie's Christmas Greetings."

"A Really Truly Xmas Tree."

### V. "Miss Fresh Air Visiting Nurse", Playlet.

Clean Teeth.

### VI. "Our Trip to Health Land."

### VII. Sleep and Rest.

"David and Good Health Elves."

### VIII. Exercise.

"Daily Dozen Set Up."

### IX. Review.

## CHAPTER I

### Lessons 1 and 2

Weigh and measure all children. Record weight. Send report home to parents.

Discuss reasons for individual loss and gains.

Give out chore folders.

Reasons for malnutrition:

1. Excessive indulgence in sweets — candy, soda, pastry — or indigestible food.
2. Poorly planned meals.
3. Eating irregularly — between meals.
4. Bolting food without chewing.
5. Tea or coffee instead of milk.
6. Insufficient sleep.
7. Poor ventilation.
8. Too many moving pictures.
9. Over exertion or lack of exercise.
10. Overwork in school or out.
11. Decayed teeth, diseased tonsils, adenoids, or beginning of some serious disease.
12. Habitual constipation.

### Lessons 3, 4 and 5

“Eat pure well balanced food.” Law 1.

Variety of foods is quite as essential as quality or quantity. Especially such foods as lettuce, greens, various rough-fibred vegetables and shredded wheat biscuit be eaten for the bulk of “roughage” they give, though they may not be as high in caloric value. These three sample meals are given to show “balance of ration”.

#### BREANFAST

“Force” or corn flakes with milk.

Egg.

Brown bread and butter.

Milk to drink.

#### DINNER

Chicken with rice.

Mashed potato.

Dandelion greens or boiled onions.

Stewed fruit.

Bread and butter.

## SUPPER

Spinach soup with milk.

Corn bread and syrup.

Cottage cheese.

Ginger cookies.

The following table of calories required for boys and girls is taken from authorities on this subject. The requirements of this table can be followed if the Crusader will study the accompanying list of diversified foods with their caloric value.

"Milk is the best all-around food," "Green vegetables are better tonics than prescriptions or patent medicines", and "Pale-face flour makes pale-face people" will be found useful in the campaign. Reasons for maintaining a balanced diet, eating at regular hours, eating slowly and chewing thoroughly should be impressed upon every child.

Relative food values and the importance of food protection in the market and in the home should be discussed. On the subject of typhoid fever the significance of pure water and milk and the need of washing the hands not only before meals, but before preparing food for the table should be taught.

According to the old adage "We eat to live" hence it is important to know what foods best promote nutrition.

The merits of milk, eggs, cereals, fruit, vegetables, and whole wheat bread and butter; the demerits of fried food, pickles, pastry, tea and coffee; and arguments for the sparing use of meat and sweets should be emphasized.\*

TABLE OF CALORIES\*

CALORIES REQUIRED PER DAY

<i>Ages</i>	<i>Boys</i>	<i>Girls</i>
1-2 .....	900-1200	900-1200
2-3 .....	1000-1300	980-1280
3-4 .....	1100-1400	1060-1360
4-5 .....	1200-1500	1140-1440
5-6 .....	1300-1600	1220-1520
6-7 .....	1400-1700	1300-1600
7-8 .....	1500-1800	1380-1680
8-9 .....	1600-1900	1460-1760
9-10 .....	1700-2000	1550-1850
10-11 .....	1900-2200	1650-1950
11-12 .....	2100-2400	1750-2050
12-13 .....	2300-2700	1850-2150
13-14 .....	2500-2900	1950-2250
14-15 .....	2600-3100	2050-2350
15-16 .....	2700-3300	2150-2450
16-18 .....	2700-3400	2250-2550

Women, 2550.

Men, 3500.

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\*From Bulletin of the National Tuberculosis Association, April, 1920.

Crusaders finding themselves below standard in weight will be interested in working out their own menus from the lists of foods given.

## TABLE

tsp. — teaspoon  
 tb. — tablespoon  
 htsp. — heaping teaspoon  
 htb. — heaping tablespoon

## CEREALS

		<i>Calories</i>
Rolled Oats .....	1 cup	147
Bread .....	1 slice	202
Bread with butter.....	1 slice	230
Bread with peanut butter.....	1 slice	221
Ginger bread .....	1 slice	281
Corn bread .....	1 slice	194
Shredded wheat .....	1	110
Farina .....	1 cup	169
Rice .....	1 cup	180
Cream of wheat.....	1 cup	165
Cornmeal mush .....	1 cup	169
Cracked wheat .....	1 cup	198
Hominy .....	1 cup	143
Macaroni and cheese.....	1 cup	302
Barley Soup .....	1 cup	131
Hot biscuit .....	1	104

## MEATS

Meat loaf .....	1 slice	209
Roast lamb .....	1 slice	333
Hamburger steak .....	1 slice	138
Beef stew .....	1 cup	691
Sardine .....	1	65
Frankfurter .....	1	180
Fish chowder .....	1 cup	372
Brown gravy .....	$\frac{1}{2}$ cup	36
Roast beef .....	1 slice	333
Cheese fondue .....	1 cup	529
Meat balls and rice.....	1 cup	169
Baked fish .....	1 slice	201
Pot roast .....	1 slice	240
Codfish balls .....	1	88
Corned beef .....	1 slice	608
Smoked pork .....	1 slice	827

## VEGETABLES

Boiled onions .....	1	49
Pea soup .....	1 cup	279
Escalloped potatoes .....	2 htb.	242
Escalloped tomatoes .....	1 cup	198
Baked beans .....	1 cup	385
Beets .....	1	83



*Calories*

Cabbage salad .....	1 cup	32
Lettuce .....	4 leaves	8
Peas and carrots .....	1 cup	69
Bean loaf .....	1 cup	547
Tomatoes .....	2 (raw)	41
Greens .....	1 tb.	28
Lima Beans .....	1 cup	326
Potato salad .....	1 cup	143
Lentils .....	1 cup	269
Baked Potato .....	1	147
Boiled cabbage .....	3 tbs.	100
Spinach .....	2 tb.	57
Boiled potato .....	1	143
Bean soup .....	1 cup	505

## DESSERTS

Syrup .....	1 tsp.	117
Rhubarb sauce .....	1 tb.	78
Cream toast .....	1 slice	348
Ginger cookie .....	1	41
Apple tapioca .....	1 cup	235
Custard .....	1 cup	362
Junket .....	1 cup	208
Cake .....	1 piece	164
Jelly .....	1 htsp.	113
Fruit cookie .....	1	110
Oatmeal cookie .....	1	115
Fruit cake .....	1 slice	192
Fruit shortcake .....	1 slice	350
Cheese .....	1 cu. in.	90
Fudge .....	2 pieces	221
Cornstarch pudding .....	2 htsp.	166
Indian pudding .....	2 htsp.	225
Steamed fruit pudding .....	2 slices	569
Bread pudding .....	1 cup	380

## FRUIT

Prunes .....	5	143
Apple sauce .....	3 tb.	136
Baked apple .....	1	120
Baked banana .....	1	144
Apricot or peach sauce .....	3 tbs.	218
Dates .....	10	269
Berries (with 1 tsp. sugar) .....	3 htbs.	120
Orange .....	1	75
Banana .....	1	90

## DRINKS

Milk .....	1 quart	695
Milk .....	1 glass	220
Cocoa .....	1 can	126
Coffee .....	1 cup	00
Tea .....	1 cup	00

Relative food value and the importance of food protection in the market and in the home should be discussed.

### Lessons 6, 7 and 8

#### OUR FRIENDS THE FOODS\*

(A Playlet in One Scene)

Scene: Anywhere.

#### CHARACTERS

(In order of their appearance.)

Mother — Dress of a lady.

Girl — Nicely dressed girl of about 12 years of age.

Boy — Nicely dressed boy of about 14 years of age.

Maid — In black with cap and apron.

Soup — Thin boy in yellow.

Meat — Boy in fur cap and fur mittens.

Pickles — Boy in olive-green tights.

Candy — A girl in striped red and white (Maybe a roll of white card-board encircling her with red cords, holding it over the shoulders and red paper put on in spiral.)

Chewing Gum — Green, and peaked cap, like Wrigley's.

Milk — Girls in plain cream white; flowers in hair.

Egg — Boy in white paper balloon blouse with yellow cap and sleeves.

Tea — Girl in dark brown with black leaves in black hair.

Coffee — Brown boy in light brown with berries or brown buttons.

Fruit — Girl in red dress, with apple in hand, cherries in hair.

Vegetable — Boy in green with wreath of leaves.

Bread — Boy in white baker's suit.

Cereal — Girl in pink or blue with strings of popcorn.

N. B. — If costumes are not possible, the foods could be labelled with names on band across the breast.

(Enter Mother with an arm over shoulder of Boy and Girl, one on each side.)

Mother — Children, I have invited a party for you, and wish you to choose your friends among them.

Girl — Oh, what fun!

Boy — When are they coming?

Mother — There's the first guest. Let him in (to Maid who enters the door).

Maid (ushers Soup) — Here is Mr. Soup. (Bows to Mother, then faces audience on left while group half face him at right.)

Soup — I'm the all popular Soup. After me all people troop. I nourish and warm, and never do harm. I'll be a friend to each in this group. (Shakes hands with each.)

Girl — Oh, I like you!

Boy — Pshaw! There isn't enough to you.

Soup — There is all to me that you put in. At your wish I can be thick or thin. I eat pepper and meat, cheese, milk, carrot and beet. To

turn me away'd be a sin. To the boy) — Don't you want me for a friend, a daily or at least a weekly friend?

Boy — I'll see. Here comes another.

Maid — Mr. Meat (Enter Meat. Soup steps behind Mother to right).

Mother — Oh, here is someone you like.

Meat — I am Meat. I make people strong. With my friendship they grow broad and long. If they take me each day, they will soon come to say: Meat's the best friend to have come along. Ding Dong! Ding Dong! For 'tis meat that makes children strong. (To boy) — Do you want to play basketball, baseball, or football, or run or row or swim? Then embrace me; I'm your man.

Boy — You bet! (Embraces Meat.)

Girl (runs up to Meat) — I want to swim, too, and run and dance and play tennis. So you must be my friend, too.

Soup (comes forward) — Hello, old fellow, I am always glad of your companionship. (Shakes hands.)

Mother — Here come three chums. (Meat and Soup go to right front.)

Maid — Pickles, Candy and Crewing Gum.

Girl (rushes up to Candy and embraces her; Boy shakes Pickles by the hand).

All Three — We come for fun, for fun, for fun. We have no use under the sun. We keep you busy, we please your taste. We're just amusing, but waste, but waste. (Wave their heads as they speak and bow on the last line.)

Girl — Oh, I like you all so much.

Mother — But let us see (Comes forward; children pass to rear). Candy, are you a good friend to a girl?

Candy — If you invite me once in a while, I'm a jolly visitor, but lots of people tire of me when I come often. I even make them sick.

Girl — Then I'll only invite you when I have a party.

Boy — Chewing Gum would never make you sick.

Mother — No, but he is no good. Chewing Gum, can you make a boy a good athlete, or make him grow, or swell his muscles?

Chewing Gum — Oh, no; I'm no good. I'm really no food, I'm just a good chance to spend money. Some boys find me fun, but a biscuit or bun, would give you more value for money. (Has a lively manner, dances and turns somersaults.)

Boy — Oh, dear.

Mother — How about you, Pickles?

Pickles — I bite and sting those who eat me. And often their stomachs I hurt. I never make fat, flesh or muscle. I'm not a good friend, but a flirt. (Bends forward, points and waves his hands.)

Girl — I suppose we'd better tell you, too, to come only to parties.

(Three dance in circle.) Ha! Ha! Ha! Ha! Foolish Foods are we Ask us not too often. Or else sick you'll be. (Dance off to right back.)

Mother — Here's a very old friend.

Maid — Mistress Milk. (Comes to center and bows to Mother and audience.)

Milk — Mid sweetmeats and luxuries; jellies like silk; be it ever so simple, there's no food like Milk. Milk, pure rich Milk. Be it ever so simple, there's no food like Milk. I'm the first friend of babies. I'm good for the child. I'm fattening and nourishing. I'm smooth, sweet and mild. Milk, pure rich Milk. Be it ever so simple, there's no food like Milk. You may turn me to butter, or good curds or whey, or make of me cheeses, or let the cream stay. Milk, pure rich Milk. Be it ever so simple, there's no food like Milk.

Girl (runs up to her) — I'll make you my friend.

Boy — I prefer a strong man like Meat.

Milk — Here comes my comrade, Egg, with whom I visit my sick boys and girls. (Steps to left back.)

Maid — Master Egg.

Egg — Hello, I'm Egg. I'm good and yet you beat me. Ha, Ha! Im'm like a colt. I have to be broken to be any use. Ha, Ha!

Boy — And you are always getting into hot water. Ha, Ha!

Girl — And then you boil as if you were mad. Ha, Ha!

Milk — If you marry me we'll be Egg Nog.

Soup — Come and be my comrade. I need you.

Meat — Well, I don't; I can get along without you.

Mother — Children, will you have Egg for a friend? He's one of the best friends a child can have with him every day in the week.

Children — Yes, we'll have him for a friend. (Each takes his hand and the three skip and sing) Come, come, come with me. We will live together, we. Ho, ho, ho; He, he he! Without Egg we ne'er shall be.

Girl — Who is that coming?

Mother — Oh, I didn't invite them; they are enemies.

Maid — Tea and Coffee.

Tea and Coffee — Tea and Coffee, we are so benighted. We do not know when we are slighted. So we came to our party, as jolly and hearty, as though we'd really been invited.

Tea — But people are always begging us to come.

Mother — Yes, they invite you; but what do you do to them?

Tea — Make 'em think they have been nourished when they haven't.

Mother — Do you want such guests at your party?

Girl — No, No.

Boy — Not for a strong boy, (Exit Tea and Coffee hanging their heads.)

Mother — Here come two that I *did* invite.

Maid — Fruit and Vegetable.



Meat (goes to meet them) — Hello, old friends; always glad to see you.

Fruit — I'm good for breakfast (puts hand on breast and bows).

Vegetable — And I'm good for lunch (puts hand on breast and bows).

Both — We're Both meant for dinner or for a picnic lunch.

Fruit — I furnish acid (puts hand on breast and bows).

Both — We're tasty in salads

Vegetable — And I improve hash.

Girl — Fruit, you shall be my friend.

Boy — Come, Vegetable; let us be chums.

Mother — Here come my last guests.

Maid — Master Bread and Mistress Cereal. (Enter Bread and Cereal hand in hand; bow to all, face audience.)

Cereal — We are brother and sister.

Bread — The best friends to man in this world.

Cereal — You can't get along without us.

Bread — We'll support you when all other friends fail.

Cereal — Oatmeal, Cornflakes, Grapenuts, Force, Rice. I have many names, but am always your friend.

Bread — Black or brown or white, leavened or unleavened — you need me always, the staff of life.

Boy — Oh, yes, we know you and like you. Good old Bread.

Girl — And sweet Cereal. (Steps back so that foods form a semi-circle around Mother and Children.)

Mother — These are your friends. Some for every day and some only for occasions. Now you can play together.

Girl — Let's have a dance.

Boy — Candy, will you dance with me?

Girl — I take Meat. Bread and Milk, you go together, and Vegetable and Fruit, Egg and Cereal, Soup and Pickles. (Pair off.)

Mother — Here, Chewing Gum, you're harmless, so you may look on, but you are not good enough to dance at the party. (Chewing Gum stands in the corner.) (Others arrange for a Sir Roger De Coverly.)

(Tea and Coffee come in at one side and either make the music or clap their hands and whistle for the dance. Mother stand at the back. Maid to opposite corner from Chewing Gum. Dance.)

## CHAPTER II

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

Discussion of reasons for individual loss and gains.

Check chore folders.

### Lesson 3

#### MILK

*"Something About Milk.* Milk is our best all-round food. It is the most perfect food we have. It is also one of the cheapest foods, even at the present prices. Milk is the most difficult of all our foodstuffs to collect, handle and transport. It requires the greatest care from pasture to pail, and from pail to palate. Milk spoils quicker than any other food. It spoils even quicker than fresh fruit and berries. It must be kept clean, cold and covered.

Milk tastes good; it is easily digested, and is very nourishing. It makes bone, brawn and blood. In fact, the vigor and success of a nation depend largely upon the amount of milk it uses. In the United States we use something like forty billion quarts of milk a year. This would make a lake large enough to float all the navies of the world. Yet this is only about half a pint of milk a day for each person. Only one-quarter of this is actually used as milk, the other three-quarters being made into butter, cheese, and other milk products.

Like all good things, milk has a few drawbacks, but these are far outweighed by its advantages.

Milk is the great factor of safety in our diet. It makes the ration complete and keeps the body strong.

Drink more milk and use it freely in cooking."

*"Milk is the Best Food.* Milk is the best food we have. There is no substitute. Save on other things if you must, but not on milk. You cannot afford to do without it—growing children especially need plenty. Buy at least half a pint of milk a day for each person in the household. No other food can take its place. Use it all; do not waste a drop. Milk looks like a simple fluid, but really it is very complex. A glass of milk contains a mixture of all the important things that make up a mixed diet. One can get the same nourishment from milk as from a meal made up of meat and eggs, sugar and cereals, oils and fats, with salt and water.

Milk is a good fuel, because it contains fat and sugar. The body needs fuel to keep it warm and to make it move and work and play, just as the steam engine needs coal or the automobile needs gasoline."

*Milk for Children.* Milk is an absolute necessity for growing children. Each child should have a quart of milk a day. Milk should not be the only food for children, of course. They also need vegetables, fruits, cereals, eggs and some meat. The reason that milk is especially good for children is that it has some vital substance (vitamine) that helps growth. Children can get a little of this vital substance in other foods, but not enough. Give your boys and girls milk and a chance to grow. Milk also has other valuable things that build bone, make firm flesh and put glow in the cheeks.

Milk also helps your children to keep well. Look at children who do not get milk, but tea and coffee instead. Tea and coffee are not foods,

but drugs. They stimulate, but do not nourish. Children are better off without stimulants. Give the children fresh clean milk and plenty of it. This will help them to grow up strong and well. Save other things if you must, but do not save on milk." \*

#### Lesson 4

Discussion — Milk.

*The Barn should be —*

Clean.

Free from manure.

Free from flies.

*The Milker should —*

Wash his hands before milking.

Clean his fingernails.

Wear a milking suit.

*The Cow should be —*

Tuberculin tested.

Clean.

Brushed before milking.

Udder washed before milking.

Given fresh clean pure water.

Fed scientifically.

*The Milk Pail should be —*

Covered to prevent dust entering the pail.

Scrubbed and sunned — rinsed before using.

*The Milk should be —*

Pure.

Pastuerized or certified.

Fresh.

Clean.

Cool.

*Children should have —*

Breast feeding until 9 months old.

One quart cow's milk daily until 18 years old in some form  
— with cereal, cocoa, soup, custards, etc.

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\* Extract from valuable pamphlet "All About Milk" by Milton Rosenau, Professor Preventive Medicine and Hygiene, Harvard University. Issued by the Metropolitan Life Insurance Company, No. 1, Madison Avenue, New York City. Free on request.

**Lesson 5**

Tell story of the "Milk Fairies".

**THE MILK FAIRIES\***

Johnnie had not been very well for some time. He was not really sick, but he just did not seem to be as well and strong as some of the other children. Sometimes he was so cross an fretful his mother did not know just what to do with him. Everybody was kind to the little boy, and mother tried so hard to prepare good things for him to eat. The great big "Doctor Man" who lived next door told him to drink lots of milk, at least a quart every day, but when mother said, "Come, Johnnie, drink this nice glass of milk," Johnnie answered, "I'm tired of milk. I want some tea or coffee or an ice-cream soda." Sometimes he was very naughty and would not eat his oatmeal and milk for breakfast, or bread and milk for supper.

One day he had been very naughty, and poor mother looked so grieved. He said he did not want his breakfast, the cat could have the oatmeal and milk for all he cared. It was a warm day, and mother told him to go out of doors and play. But there did not seem to be any one to play with, so he finally lay down on the grass under a big tree.

And then the strangest thing happened! The big tree suddenly became a great big milk bottle. It looked just like the bottles the milk man left every morning, and it was marked — 1 quart of pastuerized milk. Johnnie knew what that big word meant, for mother had explained to him that pastuerized milk was best for children who lived in the city to drink, but he surely was surprised to see that milk bottle there. Then what do you suppose happened? Johnnie heard a bugle blow; a door opened, and out of that milk bottle came just lots and lots of tiny white elves and fairies! Johnnie tried to count them; there were six rows, with a hundred in each row, and then another row of fifty. Think of that — six hundred and fifty fairies came out of that bottle. They began to march and dance and sing, and then they formed a word. Johnnie looked closely, what — It was the word he could not spell in school the other day, and teacher made him write it a hundred times. C-A-L-O-R-I-E-S, calories, but what did the fairies have to do with calories? Johnnie heard them sing, and he listened carefully:

Oh, we are the fairy calories,  
In a bottle of milk we live;  
We make children well and strong,  
And rosy cheeks we give.

Well, thought Johnnie, if I had known that calories were fairies I guess I'd have learned the word sooner. He watched the fairies closely,

\* Courtesy The National Dairy Council, 910 Michigan Avenue, Chicago, Illinois. Dramatized version can be obtained at this address, 10c copy.



and suddenly they separated into groups. One hundred and ninety-five of them ran over to the milk bottle; a door opened and out stepped the dearest little girl fairy. The others danced around her, and they all came over to Johnnie. He thought she was the dearest, sweetest, prettiest little girl he had ever seen. She made him a pretty little bow and said, "Hello, little boy, who are you? And what are you doing in Milk Fairyland?" He said "My name is Johnnie, and I live over in that house." Then she laughed, such a happy laugh, and said, "My name is Sugar, and I live in the milk bottle. You thought I lived only in the sugar bowl and in the candy store down at the corner, didn't you? Well, I'm in every glass of milk you drink, and that is why it is so nice and sweet. And I help to keep you warm too, some members of my family live in cake and candy, and if you eat too much of that kind of food you will be sick, but the milk you drink will keep you well." She laughed, clapped her hands to call her fairies, and off they danced down the field.

But they had no sooner gone than Johnnie saw 347 of the other fairies run over to the milk bottle. Up near the top of the bottle a door flew open and out stepped a dear little fat fairy. She and the others danced up to Johnnie. "Hello, Johnnie", said the fairy, "my name is Fat." Johnnie laughed. He had guessed her name. "Oh," said she, "I've got another name; its Cream, and when I am frozen you call me Ice Cream. I live in the top of the milk bottle. Folks usually shake the bottle before they pour out the milk so that I won't be all in one glass, but if they let the milk stand awhile I come right up on top again.. I'm rich, and when I live in the milk, people say "What nice rich milk that is." I keep children healthy, and make them grow, and help to keep them warm." She called her fairies and off they danced.

Johnnie wondered if that milk bottle held any one else. He heard the bugle blow again, saw the rest of the fairies run over to the milk bottle and then a big strong boy fairy stepped out. He was dressed in a uniform and looked like a captain. He formed his calories into line, and they marched over to Johnnie. He saluted and said, "My name is Protein." Johnnie had never heard that name before, so the fairy said, "It is spelled P-R-O-T-E-I-N, and it means muscle builder." He rolled up his sleeves and showed Johnnie what a lot of muscle he had. Then he picked up some of the calories and held them out, and said, "See how strong I am. See what a load I can lift. I live in the milk bottle, and when boys and girls drink lots of milk I build muscle for them. Then they grow into strong men and women and are able to do their part in the work of the world." Johnnie wanted to talk to him longer, but he called his calories and they ran down the field playing leapfrog, and jumping and running just as all strong boys do.

Again Johnnie watched that milk bottle, and once more the bugle blew. Another fairy boy in a soldier's suit came out. He was tall and straight, and carried his head and shoulders well. When he smiled he

showed his teeth, and they were white and strong. He came up to Johnnie and said, "Hello, John, my name is Mineral Matter. I live in the milk bottle, and if you drink enough Milk I'll make your bones and teeth strong, and you will be able to stand up as straight as I do. Of course you have to keep your teeth clean, or they will not stay white very long." Off he went to join the others, and then Johnnie heard a gurgle of laughter. It sounded just like a brook running over the rocks in the springtime. Out danced a fairy girl in a bright shining dress. It sparkled and shone just as the dewdrops do when the sun shines on them. "I'm Water," she said to Johnnie. "I live in the milk bottle, and that is why you can drink milk." You must drink it very, very slowly, so as not to drown the fairies." Then she too ran off.

Johnnie thought all of the fairies must be out of the bottle by that time, but he saw two little faces peeping out as though they were trying to play hide-and-seek. "You can't guess our name," said one of them when she saw Johnnie had spied her. Johnnie guessed every name he knew of, but the fairies kept saying, "No, that isn't it." Finally they had to tell him. "We are the Vitamine twins," said they, "one of us lives with water and the other with milk, and we are the most important fairies in the bottle, for we make you grow." Then they ran off to join the others.

Johnnie watched the fairy calories as they worked and played. The protein calories were chopping and gathering wood, while the sugar and fat calories were building fires. They were singing and singing and having such a good time. They worked together like one big family, and as they worked they sang:

We make little folks strong,  
We make little folks warm.  
We make their cheeks so rosy and red,  
Oh, milk is the best food on which to be fed.

Just then some of the fairies saw some flies coming; they ran over to the milk bottle to be sure that it was covered, for of course flies must never be allowed to get into the milk. They wanted to be very sure to keep all of the dust out, too, because the good fairies can only live in a clean home. A bell rang and they all jumped back into the milk bottle, waving their hands to Johnnie as they went. Then Johnnie heard some one calling "Johnnie, come, Johnnie, it is lunch time." He jumped up and ran into the house, and what do you think was the first thing he said. "Please, Mother, may I have a big glass of milk?" Of course Mother gave it to him, and while he drank it he told her all about the Milk Fairies.

**Lesson 6**

Assign parts.

**LESSON ON MILK\***

*Aim:*

- I. To teach that pure milk is essential to health and ability to do one's best work.
  - II. Meaning of "pure milk".
  - III. Care of milk.
  - IV. Habit formation — Drinking at least one pint a day.
- Lesson — "The Milk Fairies".

- I. Presentation of story.  
Tell story to vital point to arouse interest.
  - II. Silent Reading.
    - (a) Interpretation — Mental pictures in succession.
    - (b) Meaning of words from context.
  - III. Word Mastery
    - (a) Pronunciation.
    - (b) Use in sentences.

Develop meaning of —

    1. Pasteurized milk.
    2. Calories.
    3. Protein.
    4. Mineral matter.
    5. Vitamine.
  - IV. Dramatize with books.
  - V. Oral reading.
  - VI. Oral Reproduction.
- Have children bring pictures of milk.

**Lessons 7 and 8**

Dramatize "Milk Fairies".

Have children make wall chart "Milk for Children — 1 quart daily".

**CHAPTER III****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.  
Discussion of reasons for individual loss and gains.  
Check chore folders.

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\* Cleveland School of Education, Summer Session 1920. Outline of Topic — Lesson on Milk. Presented by Angela L. Brennan.

### Lesson 3

Tea and coffee drinkers and cigarette smokers:

Are nervous

Have poor digestion

Are often stunted in growth and underweight

Are unable to control their muscles

Are unable to perform courageous acts.

Tell the following story:

#### THE BOY WHO WALKED AROUND MONT ST. MICHEL\*

In France there is a high and very steep rock with a church on the top of it, called Mont St. Michel. Once upon a time when bitter wars were going on, this rock was captured by the enemy, and the leader of the invading army made his headquarters in the chapel on its top. Here he ordered brought to him the citizens who had been taken prisoners, and among them one of the principal men of the village, M. de Bretteville and his little son, Louis. The cruel captain threatened to have de Bretteville thrown from the wall over the rock to punish him for his loyalty to his own people and to his religion, for this was a war between people of different religious beliefs. De Bretteville would not yield, and neither he nor his brave son showed any fear.

"I have a good mind to throw you after him," said the captain to the boy.

"You would not make me a coward if you did," said Louis, "and I would gladly leap off the wall myself if I could save my father's life by doing it."

One of the other officers whispered something to the captain, and he turned quickly to the boy. "We will see how brave you really are," he said. "There is a narrow ledge of rock outside the wall. If you can walk around the rock on that ledge, I will set both you and your father free."

"No, no," cried de Bretteville, "I will not have it. I would rather a hundred times be killed myself."

"It shall be so, whether you like it or not," replied the captain, "or I will have both you and the boy thrown over."

"Will my father be freed if I make the attempt, whether I get round safely or not?" asked Louis.

"He will, you have my word on that."

"Then I am ready," said Louis. He took off his shoes and stockings and was lifted over the wall so that he stood on the narrow ledge outside, with hundreds of feet of steep jagged cliffs below. The shelf of rock on which he had to walk was in places only a few inches wide, and he could

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\* Courtesy of Charles E. Merrill Company, Publisher. From Professor C. E. A. Winslow, "Healthy Living", Volume II.



keep from falling only by clinging to bits of projecting stone or roots and branches of bushes growing between the rocks. Step by step he made his way onward, never looking downward into the terrible chasm, but carefully and skilfully selecting the places to put his feet and to hold on with his hands. Even the soldiers watched every step with eager anxiety, hoping that the brave lad would succeed — and perhaps you can imagine the suffering of his father while the minutes slowly passed.

Louis came at last to a place where there seemed no hope of getting farther, for the ledge became narrower and narrower and he could see that ahead it disappeared entirely, leaving nothing but a smooth wall of rock. To turn back was impossible, for he was already on a ledge only a few inches wide.

Slowly and carefully the boy looked downward along the face of the cliff. About three feet below, he saw a jutting point of rock from which another ledge extended on around the corner of the cliff. He measured with his eye the distance downward and forward, saw that there was a holly bush growing out from the rock just at a good place to give a handhold, and then he jumped. He landed safely with his feet on the ledge and the holly branches in his hand. The rest of the way was easier, and at last, after what had seemed like a year, but was really only fifteen minutes, Louis was again clasped in his father's arms. They were both saved, saved by the courage and devotion of a boy.

I always remember Louis de Bretteville and the cliffs of Mont St. Michel when I think of habits. It was the habit of strong muscles and well-trained nerves, and above all the habit of coolness and courage and the habit of loving service, that made it possible for him to do this splendid deed.

#### Lesson 4

Socialized lesson.

Discuss story.

Bring out point of milk being a much better food than tea or coffee.

#### Lesson 5

Value of fresh vegetables.

"Vegetable Men" — silent reading.

### THE LITTLE VEGETABLE MEN\*

#### CHARACTERS

Fairy Health  
Cho Cho  
Witch  
Mr. Onion  
Mr. Carrot

Mr. Beet  
Mr. Turnip  
Vegetables  
Flowers  
Neighbor Apple Tree

\*Courtesy Child Health Organization.

## SCENE I

## STAGE SETTING

A garden, fence and gateway. Children — any number — dressed as vegetables (cabbage, beets, onions, carrots, spinach, turnips) arranged in rows across stage.

Time — A moonlight night, the vegetables asleep.

(Enter Witch Ignorance, crosses to center of stage.)

Witch — Ha! ha! the vegetables asleep. I can safely steal one — which shall it be? This turnip looks young and tender, 'twill do to season my soup. How angry the Health Fairy will be, and that Cho Cho.

(Leans over and lays a hand on the Turnip. The Turnip awakes, rubs his eyes, sits up. Witch puts finger to her lip.)

Witch — Don't make a noise. Come with me. I have a present for you. (Takes Turnip's hand, draws him to center of stage.)

Turnip — Who are you?

Witch (smiling and patting his arm) — I'm a lonely old lady who has a house full of beautiful toys and no little child to play with them. There are engines and boats and dolls and balls. I want you to come and see them all.

Turnip (eagerly) — I would like to come, but I am needed here. You see we vegetables are growing night and day so that children everywhere can have green vegetables to eat.

Witch — But you are only one vegetable; the children can do without you.

Turnip — No, no, Cho Cho told us that every vegetable, even the smallest one, was needed to feed the little children.

Witch — I will delay no longer. You shall come. (Roughly grabs Turnip, drags him across stage.)

Turnip — Help! Help! My comrades.

(The garden awakes — wild confusion among vegetables, running about stage. Beet, Onion, Carrot and others lay hands on the Witch and try to stop her. Witch beats them off with heavy stick. Exit, dragging Turnip with her. Beet, Onion, Carrot and others walk to center of stage.)

Mr Onion (wiping his eyes) — Poor, poor Turnip, what will become of him?

Mr. Carrot — And children need turnips to eat.

Mr. Beet — Children need us all; without vegetables no child can be healthy.

Other Vegetables — Can't we do something, Mr. Beet?

Beet — Nothing, Nothing; this Witch is so clever and travels with such great speed that no one could overtake her.

Carrot — Alas, our poor old comrade!

Onion — If we only had some friend to lend us help — some one to advise us.

Beet — There comes old Neighbor Apple Tree — let's ask his help  
Vegetables — Yes, Yes; let's ask Neighbor Apple Tree.

(Enter old woman dressed like Apple Tree, lower limbs and body in dull brown, headdress of green leaves, arms green, with hanging apples attached.)

Neighbor Apple Tree (looks surprised) — What's wrong, my friends? All honest folk should be abed at this hour; 'tis near the stroke of 12.

Beet (comes forward, lays hand on Neighbor Apple Tree's shoulder) — Neighbor Apple Tree, a great calamity has befallen us, and we know not which way to turn.

Neighbor Apple Tree — Calamity, you say? Who would hurt the peaceful green vegetables?

Beet — yes, calamity so great that we are crushed and broken. An hour ago while we slept, the wicked Witch Ignorance crept softly in among us and carried from our midst one of my men. She is strong and cruel and beat us to the earth with a great stick. Our comrade cried to us for help, but we were powerless and before our very eyes the Witch dragged him away (Vegetables show distress).

Neighbor Apple Tree — I saw a Witch as I was coming hither. Even as I approached she was mounting her broomstick, and tied behind I saw a dark object. It must have been your friend.

Beet — What shall we do, neighbor? Is there no way to overtake this cruel Witch?

Neighbor Apple Tree — You cannot travel fast enough. She will make for her home in the Dark Hollow Cave, and on her flying broomstick is far on the way there now. But courage, my neighbors; I will tell you what to do. Go to your rest, sleep well, and when morning comes, start forth to the home of Fairy Health. Tell her your trouble and she will help you. Her friend, Cho Cho, is a match for the Witch. If Fairy Health and Cho Cho are on your side the Witch is helpless to harm you.

Beet — Thank you, Neighbor Apple Tree; will you spend the night among us?

Neighbor Apple Tree — No, no; I must away to the great city, the children there need apples.

“Apples young and apples old,  
Apples hot and apples cold,  
Apples tender and apples tough,  
Thanks be to goodness  
We have apples enough.”

(Exit Neighbor Apple Tree.)

Beet — Back to bed, vegetables. In the morning we will seek the Fairy.

(Vegetables settle to sleep. All is quiet in garden.)

(Witch enters softly — drops a letter beside the Beet. Exit without waking vegetables.)

[CURTAIN]

## SCENE II

The same garden. Morning.

(Vegetables awake slowly. Beet rises, glances beside him, finds the letter. Reads, wrings his hands.)

Mr. Onion — What new trouble has come upon us?

Mr. Beet — The Witch again. Hear this: (Reads letter from Witch) "Send me five golden dollars before nightfall or your friends shall die, and to your garden each night will I come and carry from your midst one vegetable. Put the gold beneath the first gray stone at the crossroads. Obey me or your comrade dies."

(Vegetables depict grief, distress, gather around Beet.)

Beet — Come, Onion and Carrot, bear me company, I go to the Fairy. If report speaks true, she is wise and good and will help us in our trouble. Keep the garden gate tightly locked, my vegetable children, until I return.

Vegetables — We will, we will.

(Exit Beet, Onion, Carrot, Vegetables waving goodby and carefully locking gate.)

[CURTAIN]

## ACT II

### SCENE 1

#### STAGE SETTING

A lovely garden, children dressed as flowers. A rustic seat in center of stage. Fairy Health seated. Garden gate at right of stage. Enter Cho Cho through gate. Fairy rises to greet him.)

Fairy — Welcome, Cho Cho; come rest a while, then tell me of my children in the great city. Are they healthy and happy?

(Takes Cho Cho's hand and leads him to rustic seat.)

Cho Cho — I grieve to tell you, Fairy, but I fear there is trouble brewing for your children.

Fairy (clasping her hands) — What is wrong? Surely they have not stopped drinking milk.

Cho Cho — No, not that.

Fairy — They have not forgotten to clean their teeth or take their baths?

Cho Cho — No, not that.



Fairy — Nothing could keep my children from eating green vegetables. What is it, Cho Cho?

Cho Cho — Last night as I sat beside my magic window I saw old Witch Ignorance steal down the street. She paused at every door where children lived and made upon it an ugly mark.

Fairy — Oh, Cho Cho, that means trouble for the children.

Cho Cho — Yes, Fairy, it means trouble, but what kind of trouble. If only we knew.

(Enter Beet, Carrot, and Onion through gate. Beet bows before the Fairy.)

Beet — Fairy Health, we come to you from the green vegetables and earnestly ask help for we are in great trouble.

(Fairy and Cho Cho rise. Fairy walks forward.)

Fairy — What is your trouble, little man?

Beet — A wicked Witch, called Ignorance, came while we slept and carried off one of our comrades, and more than that, Fairy, she threatens to come each night unless we give her gold, and steal one of our men. Help us, good Fairy, for she is very powerful.

Fairy (laying her hands upon his shoulders) — Courage, vegetables. Cho Cho and I will help you.

Cho Cho — This is what the black mark meant upon the doors. I will away, Fairy, to my friend the wonderful dog. He can travel like the wind. We will find this Witch and punish her for the harm she has done the vegetable men.

(Exit Cho Cho.)

Fairy — Rest here, little men. I will tell you what Cho Cho does.

Mr. Onion — But you will not be able to see him, Fairy, after he goes any distance.

Fairy — Oh, yes, I will, for I have magic sight and can see many miles from here. (Walks to gate, leans forward, shading eyes with hand.) Cho Cho has reached the dog's house. The dog comes out, Cho Cho is telling him. Cho Cho is on his back. The dog bounds out upon the road. He travels like the wind — his lovely tail waves like a plume — hold on, Cho Cho, you will surely fall. They are speeding so fast I can scarcely see. How the people rush out to see them.

Mr. Beet — Do you see the Witch, Fairy?

Fairy — No, no, not yet. The dog enters a forest and is going slowly. (Pases her hand over her eyes and leans eagerly forward.) Now I see a great cave — Cho Cho dismounts — he is hiding in the bushes.

Mr. Carrot — What next, Fairy; do you see our comrade?

Fairy — Not yet, but I see the Witch. She is coming out — Cho Cho is flashing a crystal ball in her eyes — she falls down. (Fairy claps her hands.) Now Cho Cho brings out your comrade. They mount the dog's back and are coming home. Your friend is saved.

(Fairy takes the little men by their hands and they dance together around the stage.)

(Enter Cho Cho and Turnip man.)

Cho Cho — I bring your comrade, little man, no harm shall befall you for the Witch is blind and helpless.

Fairy — And my children can eat green vegetables. (Claps her hands.) They would not be strong without vegetables. I do so thank you, dear Cho Cho.

Beet — We all thank you.

(Enter Neighbor Apple Tree.)

Neighbor Apple Tree (to vegetables — I told you the good Fairy would help you.

Beet — You did indeed.

Cho Cho — Come, let us dance here in this lovely garden to show our happiness. (Bows low before Fairy.) Will you dance with me, good Fairy Health?

(Fairy takes his hand. Music. Flowers and vegetables, led by Fairy and Cho Cho, dance.)

[CURTAIN]

### Lesson 6

Dramatize "Vegetable Men" (with text).

### Lesson 7

Dramatize without text.

### Lesson 8

Socialized lesson value of vegetables.

## CHAPTER IV

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

Discussion of reasons for individual loss or gains.

Check chore folders.

### Lesson 3

"Breathe fresh air." Law II.

### WHAT IS FRESH AIR?

Prof. C. E. A. Winslow of the Department of Health of Yale University has come forward with a definition of the term "fresh air" that is heartily endorsed by the Ohio Public Health Association.

Here it is: "Fresh air has four qualities. Fresh air first, is cool air. Air that is above 69 degrees is always harmful except for very old

people. Whenever the indoor temperature rises above this point, the circulation is upset, one tends to become dull, languid and inefficient and the delicate membranes of the nose and throat are injured.

"Secondly, fresh air is moving air. Still air blankets the body and produces a deadening, numbing effect. Air in gentle motion stimulates the skin.

"Thirdly, fresh air is moderately moist air. Either very dry or very humid air is harmful.

"Lastly, fresh air is variable air. Slight changes in temperature and humidity are stimulating and wholesome for the body."

The term "fresh air" is used a great deal, but most people do not know what is meant by the term. For all such, the definition given by the Yale man is helpful.

Discussion of qualities of fresh air.

Read playlet "Judith and Ariel".

### JUDITH AND ARIEL\*

#### A Playlet in One Scene.

#### CAST OF CHARACTERS

Judith — Tall, slight girl, wears shirtwaist and skirt, hair in braids.

Nurse — Conventional costume.

Headache — Red Imp; Cold — Black Imp; Weariness — Gray Imp. Either boys or girls or both.

First Germ of Tuberculosis, Second Germ of Tuberculosis, Third Germ of Tuberculosis — Boys in dark clothes, looking crawly. Perhaps made of paper cambric or sacking and with pointed hoods coming over heads. Tails are permissible.

Ariel — White robe and scarf. The dress to be of cheese-cloth, two straight pieces fastened over shoulder, arms bare, girded high under arms, ragged edge; loose hair; a long thin scarf of white or rainbow gauze.

Fairies — Girls.

Light — In yellow, with flowers in hand and wreath on head.

Life — In pink.

Brownies — Either boys or girls.

Vigor — In green, with leaves on head and branches in hands.

Vim — In green, with leaves on head and branches in hands.

Boy Scout — Conventional costume.

Camp-Fire Girl — Conventional costume.

Scene: Room with window at back, right, the window shut and shaded, a bed or couch at left. Room disorderly, a pile of debris in right corner, front, consisting of a broken box, some crumpled paper, a few rags, a medicine bottle, etc.

Germs are running around room.

First Germ — Ho, what a nice room? I am glad Judith's mother brought us in. (Pokes the bed, kicks the pile of debris.)

Second Germ — Yes, and so dirty, too. (Shuffles feet on the floor.)

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\* Courtesy of the National Tuberculosis Association. (Copyright 1915, by Hester Donaldson Jenkins. This is one of a series of five playlets published under one cover for \$.25 by Miss Jenkins.

Third Germ — Just where we like best to be when we can't get into some one's lungs.

(All run to the debris and snuggle in it.)

First Germ — How lucky the window is shut. (Gets up and tries it.)

Second Germ — Yes, not a ray of sunshine to scorch us. (Jumps up and down.)

Third Germ — Say, you two, can't we have some fun here!

(All put heads together.)

First Germ — Whom can we attack?

Second Germ — Why Judith lives here in all this dust and dark.

We can easily get at her.

(All Germs dance together and chant. Join hands and dance in a circle.)

Ho Ho! Ha ha!

Let's get her quick!

He He! Hei Hei!

Let's make her sick!

(Enter Judith. The Germs scamper to the corner and hide in the debris. Judith drags herself slowly to the couch and falls on it. Following her are Weariness, pulling her back by the skirt; Cold, slapping her on the shoulders; and Headache, pulling her hair.

Judith — Oh, dear; how sick I feel. (Headache pulls her hair. Judith puts her hand to her head and cries.) And I've such a headache! (Cold gives her a poke and she shivers.) It's so cold, and yet the window is tight shut. Where does the cold come from?

Cold — Here (pointing to her).

(Judith sneezes. Cold rocks with silent laughter. Cold, Headache, and Weariness come to front of stage and talk with heads together.)

Cold — How jolly to see you old friends. (Shakes hands with both, one with right and one with left hand.)

Headache — Yes, isn't it? But we often come together, don't we?

Cold — Yes, when a person invites one of us he often asks all three. How did you come to Judith? (To Weariness.)

Weariness — Oh, she slept all night in bad air with her window shut, So I came to her first thing in the morning. How did you come? (To Headache.)

Headache — I always come when the air is thick like this. I live best in a close atmosphere.

Cold — And I came also in the close air. If Judith had let the wind into her room or even had taken long breaths of fresh air when she went out she needn't have had me for a visitor.

All (nodding at each other) — What a foolish girl! (Go back to Judith and tease her.)

(Chorus of Germs, very low sitting, heads together on Ho ho! and



apart on Ha ha! and so moving with the rhythm, jerking on each beat of the measure.

Ho Ho! Ha ha!  
 Let's get her quick!  
 He He! Hei Hei!  
 Let's make her sick!

First Germ (shaking his finger) — It's pretty easy to attack her when Cold has already got her.

Second Germ (nods) — And with Headache and Weariness to help. (Hug themselves and chuckle.)

Enter Boy Scout and Camp-fire Girl.

Boy — Hello, Judith! Come out and play with us.

Girl — Yes, we are going to have such fun. (Dances around the room. Then goes to Judith and pulls her.)

Judith (half rises, but Weariness pulls her down) — Oh, I can't. I am so tired. (Headache pulls her hair). Oh, my head.

Boy — I should think you would be sick in this stuffy old room (Hits the window-frame with his fist.)

Girl — Do come out; you'll feel much better in the fresh air. (Takes hold of Judith's hand.

Judith (pulls hand away and turns over in bed) — I wish I could, but I am too cold and tired.

(Headache gives Judith another tweek, and she groans.)

Girl (to Boy, speaking close to him, facing him, and taking lapel of his coat) — I wish we could help her.

Boy — Let's get some one who can.

(Girl clasps hands and they rush out.)

(Germs have been watching them eagerly. One is on his hands and knees. Jumps up in corner as Boy and Girl go out and claps hands.)

First Germ — Ha ha!

Second Germ — Ho ho!

Third Germ — He he!

All — We will soon have her in our grip.

(Judith lies back and closes eyes. Headache pulls her hair steadily, Weariness presses her feet and limbs down, and Cold puts a hand on her throat.)

(Enter Nurse.)

Nurse — Good morning, Judith. How are you this beautiful day?

Judith — Very weak, thank you. I can't think what is the matter. I am tormented by headache and cold.

Nurse (takes her pulse) — Dear me, if this goes on you will have tuberculosis.

Germs (chuckling) —

He, he!  
 It's we;  
 We're making her sick.

Nurse — Why isn't your window open?

Judith (Cold squeezes her) — Oh, it is too cold *now*. I couldn't stand any more.

Nurse — Why, my dear child, the air outside is much better and warmer than in this room.

Germ (huddle together) — Rrrrrrrr!

(Nurse goes to window and opens the shade — groups of fairies seen outside — Headache twitches Judith.)

Judith — Oh it makes my head so bad.

Nurse — No, it will drive Headache away. (Opens the window.) Come, Ariel, we want fresh air.

(In jumps Ariel, standing an instant on the window-ledge. Judith sits up and stares at her. Headache and Cold and Weariness shrink into opposite corner from Germs.)

Ariel —

Here I come! After me, good Fairies  
Come, Life! Come, Light!  
Each fairy sprite.  
Come, Vigor! Come, Vim!  
By Brownies trim.  
Come in!

(Leaps down; the four follow her, waving branches and flowers.)

Nurse — There now! Doesn't that seem better? The good air will drive away your headache.

(Headache gives hair a pull, but Light darts toward him and pushes him around the room and finally off the stage. At the same time in brisk action Life seizes Cold and pulls him toward the window, pushing him up and out, while Vigor and Vim stand over Judith and lift her up from the bed and smooth her clothes down and pull her arms out and straighten her up. Ariel stands in the front, center, waving her veils and humming a little song.

(Germs get up and scamper into the opposite back corner. Stand with hands outstretched, palms against the Fairies. One puts his hand over her eyes.)

First Germ — Oh, what shall we do?

Second Germ — They will drive us away.

Third Germ — And we nearly had her in our clutches.

First Germ — Oh! Claps his hands.)

Second Germ — Oh! Ho! (Throws back head and clenches fists.)

Third Germ — Oh! Oh! Oh! (Puts fists in eyes as though crying.)

(Nurse straightens the bed.)

Ariel (Stands in center, waves her long veils from right to left and then left to right, in time with her words. Half chants:

Away all dirt and dark  
 When I come in.  
 Away all dull fatigue  
 When I come in.  
 Away headache and cold  
 When I come in.  
 Away sickness and germs  
 When I come in.

Waves toward the Germs. Vigor and Vim run toward them and chase them around the room and pummel them, while they squeal.

Germs — We're going; yes, we're going. We don't like light and air. Ah! (Run off the stage.)

(Judith has been stretching herself and looking out of the window, and then stands looking at Ariel with her eyes wide open. Nurse straightens room.

Judith — Why, how much better I feel! I didn't know Ariel could make so much difference. (Embraces Ariel.) I shall always love you because you drove away Headache, Cold and Weariness.

Ariel — That is what I will always do if you only will open the windows and let me in.

(Enter Boy Scout and Camp-fire Girl.)

Girl — Hurrah! Judith, you look lots better. Come out and play now. (Takes her hand.)

Boy — And how nice your house feels, and it looks so bright. (Looks about and peeps from the window.)

Judith — Yes, for Ariel has come in. (Points at her.)

#### TABLEAU

Ariel stands in the center, Judith kneels before her, Light and Life, Vigor and Vim are grouped to the right of Ariel. Boy Scout, Camp-fire Girl, and Nurse stand, smiling, at the left. Into the window look the Germs and sicknesses, shaking fists and frowning at Ariel.

#### Lesson 4

Dramatize playlet.

#### Lesson 5

Socialized lesson.

#### LESSON ON FRESH AIR\*

Aim:

- I. Development of "out-of-door-mindedness."
- II. Learn advantages of fresh air as an aid to attain and keep health.
- III. Learn simple breathing exercises.

Approach: Playlet No. 2. (Judith and Ariel.)

Lesson: Discuss playlet — Socialized.

- I. Why did germs live at Judith's house? Because her house was dirty and germs live in dirt and filth.
- II. Why did Cold and Headache visit Judith? Because she slept in a room with window shut tight.
- III. Who made Judith well? Ariel.
- IV. Who is Ariel? Air.
- V. What did Headache and Cold do when Ariel came in? They ran away.
- VI. How does a stuffy room make you feel? Dull and Drowsy.
- VII. Why should windows be open? So you will be healthy, happy, and able to work hard. Always remember we need fresh air even when indoors. If the room gets too hot open the window and "freshen up."
- VIII. How should we sleep? With windows open. If too much draft tack a piece of cloth on casing of window.
- IX. What is fresh air? Moving air.
- X. Where is air? Everywhere.
- XI. Recite:

Two things of which there is enough for all,  
Fresh air and Sunshine. Get yours!

Breathing Exercises: Head up. Body straight; breathe through nose; air becomes warmed and dirt particles are taken out.

Ex. 1. Smelling a rose.

Ex. 2. Panting.

Ex. 3. Raise arms slowly at your sides as you breathe in. Let them slowly fall as you breathe out.

### Lesson 6

Tell story of "How the Holly Berry Almost Lost Its Red Cheeks".\*

#### HOW THE HOLLY BERRY ALMOST LOST ITS RED CHEEKS\*

Once upon a time a bright red holly berry tipped the end of a branch on a holly bush that grew far in the Southland. The breezes, roughish and loving the little red berry, touched and tipped its cheeks with red and the jolly sunbeams made it laugh. One day the holly berry refused to play with the winds, she paid no attention to the glances of the sunbeams; she crept under the edge of a leaf and sulked. The sunbeams came, they poked their fingers under the leaf, they sang and shone their brightest but the holly berry would not play.

For two, three, four days, Holly Berry sulked. On the fourth day, one of the sunbeams whose name was Early Morn, said to the rest, "Beams, we must do something. Holly Berry is getting pale."

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\* Courtesy the Michigan State Department of Health.



"Yes, yes, but what shall we do?"

"Ask the Snowbird. He knows."

Far away, on the very top branch of a tall pine tree could be seen a tiny speck. It was the Snowbird. The sunbeams gaily danced over the grass, glinted on this tree and that, hurried up the pine tree and shone softly on the Snowbird. A snowbird in his travels sees many happenings and knows many secrets.

"Snowbird," the sunbeams cried, "can you tell us what is the matter with Holly Berry? She stays in one corner of her leaf and she will not play with us or the wind."

"Yes, I can tell you," answered the Snowbird. "Long ago, when the Holly Berry was born, the East Wind told me that one day she would refuse to play with the winds and the sun and that day, she would begin to lose her red cheeks."

"Tomorrow is Christmas," cried Early Morn, "Christmas and the little girl who lives in the small white house next to the holly bush is going to use Holly Berry on her table. We don't want her to be disappointed. She leaves her windows open so the Sunshine can get in."

The Snowbird answered, "She won't be. When Holly Berry knows that she would lose her red cheeks, she will play with you. Let's go see her."

Over the fields, over trees, over houses that lay like little white blocks in the fields, over a river that sparkled and danced in the light of the sunbeams, flew the Snowbird with the sunbeams darting and dashing after it. The sunbeams were very excited, in their great haste, tumbling and falling over each other. Early Morn, the straightest, youngest and most brilliant of them all, was always in the lead.

Little Holly Berry when she saw the sunbeams leave her, peeked under the leaf to see if they were coming back. I can't imagine and nobody ever told me why she did not want to play with the sunbeams. I have known little boys and girls who would not play in the sun and the wind and I could never understand why they would not.

Straight to the leaf under which Holly Berry was hiding, flew the Snowbird.

"Holly Berry, Holly Berry, don't you know what day tomorrow is? Tomorrow, tomorrow is Christmas. Little girl needs you. Are you going to disappoint her?"

No answer.

"Holly Berry, let me tell you a story. Long ago the East Wind told me that there would come a day when the winds could no longer tip the Holly Berry's cheeks with red and when the sunbeams could not make it laugh. I did not believe him. When you were made, you grew on a beautiful green bush. The fairies made prickly edges on your leaves and called the winds and sun to make you beautiful. The East Wind, the North Wind, the South Wind and the West Wind all came with their

pots of red paint. For you must know that the winds always have on hand a large supply of red paint to paint the cheeks of boys and girls. It was this paint that they brought to make you lovely. The South Wind gave you gentleness, the West Wind brought joy, the North Wind strength and the East Wind happiness. When they had painted you, the West Wind said, "Oh, Holly Berry, as long as you live with the winds and the sun, you will be beautiful. If there ever comes a day when you refuse to play with them, no longer will your cheeks be red, and happiness, health and strength and beauty will leave you."

Suddenly, the winds whistled, there was a great burst of sunshine and there on her holly branch, singing and shining in the sun as if she had never done otherwise, was the holly berry. She was not a really naughty holly berry and she had not understood. The winds dashed her cheeks with red, the sunbeams kissed her and made her laugh.

This, dear children, is the story of how the holly berry almost lost its red cheeks.

You, you can keep red cheeks and find health, joy and happiness if you play in the sun and the wind.

### Lessons 7 and 8

Memorize "The Brownie's Christmas Greetings".

#### THE BROWNIE'S CHRISTMAS GREETINGS\*

Many children

Eat candy between meals. The

Right time to eat candy is

Right after meals.

You should try it.

Coffee and tea are

Harmful for boys and girls to drink. Eat

Raisins, dates and other fruit

Instead of cake and candy. Have

Sunny rooms throughout the day,

The windows up at night. Drink a glass of

Milk two or three times a day

And play out doors.

So the Good Health Brownie says. A

Cup of chocolate, do you like it?

Hot at morning and at night,

Is very good.

Leave coffee for your mothers and fathers,

Drink plenty of water and last but not least,

Read the Brownie's book Good Health,

Every rule that I have told you is in it;

Now is a good time to learn them and do them.

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\* Courtesy the Michigan State Department of Health.

Tell story "A Really Truly Christmas Tree".

A REALLY TRULY CHRISTMAS TREE\*\*

This is the story of a discontented little Jack Pine. He grew in the heart of the northern woods and all around him were other pine trees and slender birches and great oaks and maples. The sunbeams danced through his branches, making pretty lace-like patterns on the ground beneath, and the breezes played among the long needle-like leaves, rustling them gently and making strange music. Soft rains kept leaves and branches fresh and clean and watered the sturdy roots. Even the storm did not shake the little tree roughly for its was protected by its taller neighbors. Near by, a lake laughed in the sunshine and shimmered in the moonlight and birds came from the far-off southland every spring to visit the northern woods.

But little Jack Pine was not happy. The Norway pines were so much taller and stronger, their heads so much nearer the sun and sky. The oaks and maples and even the birches wore such handsome clothes every autumn. Of course their limbs were bare all winter long but Jack Pine thought even that must be nicer than looking the same all the year round.

"I don't see why my leaves can't turn crimson and gold," he sighed. "I get so tired of wearing green and black all the time. I'd be glad to go naked in the winter just for a change."

That was the trouble with the little Jack Pine. He wanted a change. He wanted to leave the northern woods and go out and seek his fortune. When the birds came and chattered in his branches, his heart was filled with envy, for the birds told wonderful tales of the great world outside the forest. The moonbeams and the sunbeams also told strange stories of their adventures in great cities and in quiet country places and what fun they had sharing in the good times of little children and of men and women.

The story that Jack Pine loved best of all was the story of Christmas. He loved to hear the sunbeams tell how impatient the boys and girls were as Christmas drew near and how they counted each day until the great holiday came but more than all he loved to have the moonbeams tell of Christmas eve, of Santa Claus and his overflowing pack of toys, of the hurrying crowds on the streets, and of the happy scenes in the homes through whose frost-curtained windows they peeked.

Sometimes the moonbeams told the story that had come down to them through the ages from the moonbeams of long, long ago—the story of the Christ Child and the first Christmas eve. When the moonbeams told this story, Jack Pine thrilled through and through with a longing to go out into the world of men and women and little children and be of service to them. For Jack Pine had a noble heart and grumbled

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\*\* By Louise F. Brand. Courtesy the Maine Public Health Association.



at his lot only because he wanted to do big things and amount to something.

"If I could only be chosen to be a Christmas tree and bring happiness to the boys and girls on Christmas Eve," he sighed, for the moonbeams had told the Jack Pine how his cousins, the hemlocks and spruces and firs, were often the center of the gayest Christmas parties and of how their green branches were brilliant with crimson and silver and gold and laden with gifts of love.

"I'd be willing to die just as all Christmas trees do," said little Jack Pine, "if I could only know that I had been of some real use in the world or added to someone's joy. But what chance is there for me to do anything worth while out here in the forest?"

Spring came and one day strong men brought sharp, flashing axes into the forest. One by one the great trees fell but no one touched little Jack Pine.

"I am not even good enough to be made into a home for people to live in," he said as he watched his companions of the forest, now changed into great logs, grow into the walls of a great building.

"That is not a home," said the birds. "It is a Sanatorium and sick people who have a dreadful disease called Tuberculosis are to come there."

"Sick people," said Jack Pine, "O, dear! then there won't be any children?"

"Oh, yes, there will," said the birds sadly, "for when fathers or mothers or older brothers or sisters have Tuberculosis, little children catch it too unless someone teaches them how to be careful."

"Will they come here to die?" asked Jack Pine.

"Some of the fathers and mothers will," said one of the wisest of the birds, "and perhaps a few of the children. You see there haven't been sanatoria enough to hold them all and some of the sick people wait too long before coming here. But the most of them, especially the children, will get well. The sunshine and the fresh air and the great outdoors will help them."

Now Jack Pine grew quite near the edge of the lake and the ground around him was carpeted thick with the needles that had fallen from his branches. He had a wonderful view of the sunset every afternoon when the sun shone and every moonlight night he saw the waters of the lake turned to shimmering silver. So when the great building was done and people came there to stay, Jack Pine soon came to know them well. He learned that the sweet faced women with white caps on their heads were called nurses and that it was their work to help the other people who were called patients, get well.

One day one of the nurses brought a little boy out to Jack Pine.

"Lie here on this nice soft carpet of pine needles, Jack," she said "and listen to the music in the trees. It will put you to sleep, and sleep



and this wonderful air are two of the good fairies who are going to help you get well."

"Jack," said the little Jack Pine, "why, that's my name. I hope this boy will like me and come here often."

For once little Jack got his wish for every day it didn't rain the boy named Jack slept for hours in the pine tree's shade. At first the nurse carried him in her arms but one day Jack walked out all by himself. What a day that was! Jack Pine fairly shook with joy. He grew happier and happier as the days flew by for Jack Boy grew stronger and stronger and his pale cheeks grew rosier and rosier.

Then one day Jack Boy came out to Jack Pine with a tall man and Jack Boy put his arms around Jack Pine and said, "This is my own special tree, Daddy, I like it awful much and I hate to go away and leave it. Only, of course, I am glad to go back home to you and mother."

"And we're mighty glad to have you, old man," said Daddy, and strange to say there were tears in his voice. "It's great to have you well again."

If Big Brother had come here he could have got well, too, couldn't he?" asked Jack wistfully.

"Yes, I'm sure he could," answered his father. "If we had only known in time."

When Jack Boy and his daddy had gone, Jack Pine sighed and sighed until one of the nurses who came down to see the sunset said "How mournful the trees sound," and that night when the moonbeams came sliding down from the sky they found a very lonely Jack Pine.

"I wish I could go with him and be his Christmas tree," said Jack Pine, when he had told the moonbeams why he was so lonesome.

"How foolish you are," said the oldest moonbeam. "Why should you be sad? Don't you know that you helped to send the boy home well and that he will often think of you? Wouldn't you rather stay right here in the forest and go on helping make other people well? And besides, don't you know that you are the realest, truest Christmas tree in all the world?"

"What do you mean?" asked Jack Pine.

"I mean that you and the other trees here and the ones that are built into the Sanatorium stand for the best Christmas gift that has come to the world since the first Christmas eve. Instead of paying money to cut you down and haul you to the city for one night's fun, millions of boys and girls and older people, too, give their pennies and their dollars every Christmas time to keep you in the forest, and to send sick people to you to be made well. They buy Tuberculosis Christmas Seals and every seal that is sold helps to keep sorrow out of many homes and to make the world a safer place for everyone to live in."

Jack Pine trembled with joy.

"Is that really true?" he whispered.

"True? Of course it's true," said the moonbeam. "You're a Christmas tree all the year round."

## CHAPTER V

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.  
Discussion of reasons for individual loss or gains.  
Check chore folders.

### Lesson 3

#### PLAN FOR "FRESH AIR" — BREATHING\*

Aim — Fresh air makes us

1. Healthy and happy.
2. Mind and body active.
3. Necessity of fresh air day and night.

#### I. *Approach.*

"A" is for Apples and also for Air,  
Children need both and we have them to spare.

1. Thought.
2. Questions — Which is more valuable?  
Which is easier to get?
4. Memorize.

#### II. *Story of "Breath of Air".*

"I am only a breath of air, but I have much to do with making you well and strong.

I go in through your nose and down inside your windpipe. When I reach your lungs I pass into a great many tiny rooms that have thin walls. Here I find the warm blood all about me.

A part of myself, which you call oxygen, goes from me into the blood and makes it turn a bright red color. The blood is glad to get my oxygen to carry through your body.

Some impurities of the blood come through the thin wall into me. I am cool and pure when I go into your lungs, but when I come out, I am warm and impure.

I am glad to get out of your close, warm lungs into the open air.

Do not breathe me back into your lungs, for I am not fit to come near your blood. I have lost so much of my oxygen and am so full of impurities that I will make you weak and sick.

Open the windows so that I can get out of doors, and let in some fresh air for your breath, so that you may be strong.

\* Cleveland School of Education, Summer Session 1920. Outline of Topic given by Minnie C. D'Errico.

So it is, that all the minutes of your life you are taking breaths like me to help in making your blood pure."

### III. *Questions.*

What did you learn from story? What is oxygen? What takes oxygen from air? Where? Of what value to blood? to body? What makes air impure? If we breathe it how do we feel?

### IV. *Make simple rules.*

1. We must breathe pure air all the time.
2. We must live in open rooms.
3. We must have plenty of sunshine.

### V. *Original Couplets.*

### VI. *Socialized Lesson.*

#### **Lesson 4**

Read playlet "Miss Fresh Air Visiting Nurse".

#### MISS FRESH AIR, VISITING NURSE\*

##### A Play in One Scene.

(By MISS CORA M. HALLAND and MISS HILDA W. SMITH, New York)

Scene: A somewhat dark, untidy room. Windows shut. Table, chair, etc. A child in bed or lying on a couch. She tosses, and sometimes coughs. From the corners of the room three Imps appear, Darkness, Dirt and Tuberculosis, the first two in gray or black, and tuberculosis in red. They pull shades closer, shut door, scatter dust around the room.

Mary — Oh, I wish Mother would come back. I am so hot, and I do want a drink. (Coughs, then shivers, and pulls up covers. Spies the Imps.) Oh, dear, there you are again! I thought perhaps you had gone. Won't you ever leave me alone?

Darkness — No, my dear, we have you just where we want you. This room is almost dark enough to suit me, and I am very particular. See, not a crack of light can come in the window.

Dirt (laughing) — And I've thrown the scrubbing-brush out of the window, and eaten the soap, and everything is in such a mess!

T. B. — And I'm going to stay right with you, Mary, and make you cough. I'd like to see any one put me out while these other two imps are around!

Mary — Oh, dear; oh, dear!  
(Imps dance and sing:)

We are the demons of darkness and dirt;  
This is our brother, T. B.  
No imps so black as our two little selves,  
No one so wicked as he.  
So keep out the sunshine and shut out the air,  
Away with your water and soap,  
For we are the demons of darkest despair,  
And Fresh Air is the spirit of hope.

\* Courtesy of the National Tuberculosis Association, 370—7th Ave., New York.

(Mother enters with Dr. Fake, dressed as a big bottle. Imps hide in corners of room.)

Mother — Mary, I have brought Dr. Fake to help you. Mrs. Green says he is wonderful. She has called him in a great many times.

Mary — Oh, I do wish he could make me feel better. I am so tired of being sick.

(Darkness and Dirt creep out and pull shades tighter and scatter dust. T. B. comes up to doctor and seems on very friendly terms with him. Mother chases Dirt feebly with a broom, but he is too lively, and she soon gives up.)

Dr. F. — Tut, Tut, madam, you should have called me in before. This child is very sick. But if you will follow my directions I know she will get well.

Mother — Oh, what must I do?

Dr. F. — Two dollars, please, first. I always am paid in advance.

Mother (searches for money) — Here it is.

Dr. F. (produces a big bottle) — Just give her a big dose of this three times a day. The bigger the better. Vitally invigorating!

Mary — It looks horrid! How many bottles must I take?

Dr. F. — Oh, when this bottle is gone, buy another. And when that bottle is gone, buy another. And when that bottle is gone, buy another. (Goes on mumbling this.)

(T. B. imp dances around in great glee.)

(Enter by door or window, Dr. Sunshine. Peers around darkened room. Dr. F. Retires behind bed, and Imps seem alarmed. Darkness jumps out of window in terror.)

Dr. S. — Hello, what have we here! It looks as if I were very much needed. (Pulls up shade. To Mary) Why, my dear, I haven't seen you for a long time. I heard you were ill, and I insisted on coming in to see you. (To Mother) Madam, you'd better dismiss Dr. Fake. There's not the slightest chance of Mary's getting well while he's around.

Mother — Dr. Fake, this Dr. Sunshine is an old playmate of mine, and, now that he has come, I think we shall not need your services.

Dr. F. (backing out, as Dr. S. advances) — But, madam, you can't realize — just one bottle of this — only two dollars — vitally invigorating!

Dr. S. — Oh, clear out, you old Fake. We've had enough of you. (Exit Dr. F.)

Dr. S. — Now (the first thing to do is to call in Nurse Air. (Opens window and calls.)

Mother (anxiously) — Is she any relation to that old family of the Draughts? I have never had anything to do with them.

Dr. S. — Oh, pooh! This is Miss Fresh Air, my best nurse. People are always thinking she is one of the Draughts, but she belongs to



an entirely different branch of the family. She is the sweetest, cleanest, breeziest little nurse you could imagine. I never trust my patients to any one else.

(Enter Nurse Air, in white, with blowing paper streamers. She throws windows open.)

Mother — Oh, please don't do that. I can't keep Mary warm as it is. I know she'll catch cold. Besides, I can't pay for enough coal to warm all outdoors.

Nurse — I never make people catch cold. Do I, Doctor?

Doctor S. — No, I should say not. If people only knew you better, they would never have colds.

Nurse — Here come my assistants. I thought they would be here before this.

(Enter Milk, Eggs, and Oil. Milk in white, with a cap like a bottle top. Egg in yellow wand white, and Oil in yellow, very tall and slim, with a label on his front. They sing:

Milk, Eggs and Oil, the good fairies we,  
Working together, we'll banish T. B.  
Open your windows, and clean up the room,  
Chase out the dirt with a frolicsome broom,  
Call Dr. Sunshine, and good nurse Fresh Air,  
T. B. will fly out with his big load of care.

Dr. S. — Come, now, stop your singing and get to work.

(They take out window-sash entirely and put in screen. Move Mary in front of window. Put cap on her head, take away dirty quilt, and give her a hot-water bag. Take fly-swatters and kill flies. Bring sputum cup. Nurse brings geranium and puts it in window, and puts books, etc. on table. Mother cleans up room, with the help of the nurse. Nurse shows cover to sputum cup.

Nurse — This is to keep any more imps from jumping out. (Covers milk.) No telling where Mr. Fly has been walking. We must keep him out of the milk.

(Milk, Eggs and Oil march up to Mary in turn. Milk gives her a glass, etc. March back and stand in line, as if on a shelf.

Dr. S. — You don't feel cold, do you?

Mary — Oh, no, I feel so much more comfortable. And the room looks so pretty!

Nurse — There now, I think we are about ready for the General's inspection.

Mary — What General? And must I be inspected.

Nurse — Why, General Sanitary Condition, of course. He comes once a day to inspect all our cases. Here he comes now.

(Enter General Sanitary Condition in white uniform.)

G. S. C. — All ready for me, I see. Glad you've got the window

out. Greatest obstacle to health we have to fight. Glad to see you here, Miss Fresh Air.

(G. S. C. takes cloths, rubs around corners of furniture, over walls, etc. Dirt tries to keep out of his way, but he is finally cornered.)

Dirt — It's all up with me. Better come with me T. B. This is no place for us.

T. B. (crouching in a corner) — No, I'm going to stick it out till the last minute.

G. S. C. (to Mary) — Before I go let me give you some advice. Do just as Dr. Sunshine and nurse Fresh Air tell you, and don't worry if you don't feel all right in a week. Rest a great deal and eat all you can, and, if you feel like it, take a little exercise. And with the help of our three little friends here you will soon be fat and rosy again.

Mary — Goodby, General Condition. I like my new nurse.

G. S. C. (about to leave) — Now, is everything all right? Looks around.) Room clean, windows open and — Why, there is that little imp still trying to find a hiding place. Away with you!

(All except Mary form in line advance on the T. B. imp, and sing:)

Away with you, away with you,  
 Behind you there's the door,  
 Away with you, we really do  
 Not want you any more.  
 For, see, the room is spick and span,  
 The windows open wide.  
 There's not a dirty corner where  
 A T. B. imp could hide.  
 Away with you, away with you,  
 You've done what harm you could,  
 Go off and take old Doctor Fake,  
 His battles are no good.  
 Our remedy, 'tis plain to see,  
 You cannot buy and sell.  
 A lot of air, a lot of care,  
 And Mary will get well.

## Lesson 5

Dramatize.

## Lesson 6

### Teeth

- (a) a clean tooth never decays.  
 Brush them twice a day.
- (b) Pure food should enter a pure mouth.  
 "A mouth as clean as your face."
- (c) Protect your (six year molars) first permanent molars.

General discussion:

Care of teeth

Care of toothbrush.

## DEMONSTRATION LESSON — TEETH\*

Socialized Recitation — Teeth.

Aim — To teach the child the purpose of teeth and how to care for them.  
To show relation of good health and sound teeth.

Approach — Song "We Brush our Teeth".

Health Rule:

1. Second teeth are to last all one's life.
2. Brush the teeth twice a day.

Method — Socialized recitation.

Materials — (Posters, Diagrams.)

Subjects to be discussed:

1. Clean mouth is gateway to health.
2. Kinds of Teeth.
  - a. Temporary
  - b. Permanent.
3. Value of sound teeth.
4. Care of teeth.

To introduce No. 4, introduce fable:

## FISHERMAN AND HIS NETS

One stormy day a fisherman was mending his nets.

"Why are you mending your nets today?" asked his wife. "It is raining and you cannot fish."

"That is just why I am mending my nets," said the fisherman. "I want to be ready when I can go fishing." (Taken from Aldine Lang, Book 1.)

Allow children to make up original fables, such as:

One pleasant morning John met Joe going to see the dentist.

"Why are you going to the dentist?" asked John. "You have no toothache."

"That is just why I am going to the dentist," said Joe, "I want to see if there is a cavity to be filled, so that it will never ache."

**Lesson 7**

Toothbrush Drill. See page 17.

Dramatize "Brushes' Quarrel". (See Grade III, page 72.)

Have children bring picture of teeth and Fresh Air.

**Lesson 8**

Review lesson subject matter contained in chapter 1-2-3-4-5.

Make wall charts "Clean Teeth", "Fresh Air".

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\* Cleveland School of Hygiene, Institute 1920. Given by Caroline Mongin.

## CHAPTER VI

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.  
Discussion of reasons for individual loss or gains.  
Check chore folders.

### Lesson 3

#### OUR TRIP TO HEALTH LAND\*

Picture of a train.

Children's experiences with trains.

Children's story of trips or journeys.

How the train really seemed to them.

(Its large appearance and strength, attraction, use.)

Have children bring class pictures of train and cars also toy train and engine; we had the tracks and electric engine and train of cars brought into room and had it actually running for all the children to see, for we had many foreign children who needed just such explanations. We cut free hand, engine, coal car and coaches. We put the best engine upon the cover of our chart, then printed "Our Trip to Health Land". Older children can cut the letters to make the title. Learn the song, "Choo-Choo", Progressive Music Book No. 1. Use this thought for the foundation upon which to build the idea of strength. Engine's use is to pull and carry heavy loads, therefore it must be strong to carry us to Health Land. What must the engine have to be strong? Ans. (Wood and coal) food, water, air.

What have you seen come from the tea kettle when boiling? Ans. Steam. What makes steam? Compare the boiler of an engine to the tea-kettle and children readily find that the steam of the engine gives it power (Tea Kettle Song, Gaynor, No. 2).

If pure food, pure air, pure water gives the engine strength, what do we need to become strong?

Our second page has freehand cuttings of three Pullman cars.

The first named "Pure Food".

The second named "Pure Water".

The third named "Pure Air".

The observation car is named "Health".

Children choose the coach in which they want to travel.

### Lesson 4

#### WHERE TO GO

The children brought in many magazine pictures of different places, many of the country, lake, mountains, farms, etc. The teacher will find

\*Cleveland School of Education, Summer Session 1920 — given by Florence A. Powell.



if she will supply a box of pictures from magazines, all children will take an active part; my children selected their picture from the box before the session of the day began. They eliminated all undesirable places and accepted only a clean, healthy, attractive type of place. One child who was born in Georgia chose a southern picture, another a mountain scene, another selected one of the lakes, one a fishing camp. They came up front before the class, held up their pictures and in story told their reason for selection.

### Lesson 5

#### WHAT TO TAKE

The first picture brought to us by a little girl was one of a lady packing her trunk. Then we cut out a toothbrush, picture of tooth paste. (One child brought a tiny envelope of salt; we pasted it upon the page.) Pictures of soap, wash-rag, towel, hair-brush, comb, nail-brush, bathrobe and kimona were then placed upon chart. The child brought two doll clothes-pins and string, so that the wet towel and wash cloth could be hung up to dry. Enough pictures were brought in, added to mine, so each child made its own book.

Here we folded from art paper our individual drinking cups.

### Lesson 6

#### WHAT TO EAT AND WHAT TO DRINK

The colored pictures in the food advertisements afforded a most attractive page. We started with soup, then crackers, fish, celery, roast beef, potatoes, vegetables, rolls, bread, butter plain salad, fruit, nuts, dates, figs, candy water and milk. This was the dinner menu. Of course children chose the dinner they wanted as one would do from printed menu on train.

Luncheon — Bouillon, bread and butter, beans, cakes, sauce, sandwiches, chocolate, milk and water.

Breakfast — Fruit, breakfast foods, eggs, bacon, cakes and syrup, bread, butter, milk, cocoa and water.

The delight and interest shown by all the class was like a great ray of sunshine throughout the entire room. Each child really lived and enjoyed every moment of the lesson. In choosing our menu the children gave their reasons for certain foods, we gave our reasons, and suggestions of better things were offered and accepted. Our greatest stress was upon the need of water throughout the day. Also all food must be clean and all appointments of the table clean and attractive.

We set a table; a white linen lunch cloth, china, silver, lunch napkins and nosegay. It was the duty of each row in turn to see that the table was properly set before school each morning and that the table was cleaned and articles put carefully in their proper places for the children who would be responsible for the setting of the table the next morning.

This was not an easy task at first, but by Friday every child knew the name of each article and its proper place on table. The table was always laid for four, father, mother, child and guest.

### Lesson 7

#### WHAT TO DO

First we found the proper way to sleep; clean plain bed, mattress not too soft, warm, light bed clothing, one pillow, room not too light and with plenty of fresh air. We secured many pictures from magazines of sports; tennis, swimming, football baseball, golf, sleigh riding, skating, fishing, bathing, basket-ball, hockey and dancing. A period spent upon the proper length of time for sports, the time of day under the proper conditions — too much exercise is as bad as not enough — was found to be most worth while.

### Lesson 8

#### HEALTHY AMERICANS

To my delight the first picture brought in for this page was one of Theodore Roosevelt holding his little grandchild. Who could have been a more fitting example? So I truly felt one lesson had reached home. We had pictures of healthy babies men, women and children; not one unhealthy looking creature was brought in.

#### OUR HEALTH CODE

A good American tries to gain and keep his health:

1. Morning and night, I will clean my teeth.
2. I will breathe pure air.
3. I will eat pure nourishing food, chew it slowly and thoroughly.
4. I will drink plenty of pure water.
5. I will think happy thoughts.
6. I will sleep at least ten hours a night.
7. I will do something helpful every day.
8. I will always remember to be a true loyal citizen; therefore I must keep a pure mind and pure body.
9. Cleanliness is the keynote.

## CHAPTER VII

### Lessons 1 and 2

Weigh and measure all children.

Send report home to parents. Discussion of reasons for individual loss and gains.

Check Chore folders.

**Lesson 3**

"Get sufficient rest and sleep." Law III.

Read playlet, "David and the Good Health Elves."

**DAVID AND THE GOOD HEALTH ELVES\***

*A Health Fable in One Scene.*

## CAST OF CHARACTERS.

**David.**

Mother — Eighth grade girl suitable for this part.

Three Elves of Fresh Air — Dressed in blue Brownie's costume.

Three Sunshine Elves — Dressed in yellow Brownie's costume.

Three Elves of Keeping Clean — Dressed in white Brownie's costume.

Three Elves of Good Things to Eat — Dressed in brown Brownie's costume.

Three Elves of Rest — Dressed in gray Brownie's costume.

Sunbeams — Ten or twelve little girls, dressed in yellow, with tinsel trimmings.

Good Fairy — Dressed in white fluffy dress; crown, wand.

Scene: Stage is set to represent a child's bedroom. Enter elves on tiptoe Sneaky motion. Glide around room, stopping every few minutes to listen. Finish with Elf Dance. For this dance, any Goblin or Brownie Dance may be used. The music used in the original production in Milwaukee was Hinman's Jumping Jack. At the close of the dance, the elves hear David's mother calling and they scamper away, hiding under the bed, behind the big chair, behind the screen, etc. David and his mother in the adjoining room. Voices can be heard by audience.

Mother — David! David! Come! It's time to go to bed. (Enter followed by David in pajamas, carrying coat, hat, shoes, stockings, collar and tie.)

David (crossly) — Oh! I don't want to go to bed.

Mother — But it's half past ten o'clock; time for all little boys to be in bed. (Mother turns down bed. David throws his clothes around the room. After some coaxing, she gets David into bed.)

David — Now tell me a story, Mother.

Mother — No, it's too late.

David — Oh, please! Just one!

Mother — Not tonight. Sometime when you are a good boy and go to bed early, then I'll tell you a story.

David — Well, tomorrow night I'll go to bed early.

(Mother tucks him in; pats his head, and says:)

Mother — Goodnight sonny! Pleasant dreams!

David (very sleepily) — Good night, Mother!

(While Mother is slowly making her way out of room, play soft music. Mother stops and looks back to see if David is asleep. David goes to sleep. Stage is quiet. Elves peep out of hiding places and pantomime to one another. Finally, one ventures out and goes to bed;

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\* By Miss Maynard Downes of the Wisconsin Anti-Tuberculosis Association. Arranged for stage production by Miss Eva Showers and Miss Anna Costello, by courtesy of the National Tuberculosis Association, 370 Seventh Ave., New York.

looks at David; nods head in satisfied way; beckons to other elves, who sneak out. One elf stumbles over chair — which act awakens David. David sits up in bed and rubs his eyes.

David (surprised) — Oh!

First Elf of Fresh Air (laughing) — Come on, fellows. David has seen us so we might as well quit trying to hide. (While elf is speaking, all come out from hiding places and group about bed.)

First Sunshine Elf — You awakened too soon, young man. You didn't give me time to hide.

Second Elf of Fresh Air — Salute! (Elves give David military salute.)

David — But who are you?

All — We are the Elves of Good Health.

David — What are you doing in my room?

Third Elf of Fresh Air — We have come to keep you well. If you continue living the way you do now, you will soon be a sick boy. Does that sound good to you?

David — No!

First Elf of Keeping Clean — Will you do just as we tell you?

David — Yes, yes, you bet!

First Elf of K. C. — Cross your heart!

David — Cross my heart and I hope to die.

First Elf of K. C. — All right. Boys, get to work. (Elves of Fresh Air and Keeping Clean straighten room. Elves of Good things to Eat whisper together. One Brown Elf goes out of the room laughing. The Brown Elf returns with a tray, covered with a white cloth. David watches, in astonishment. The elves fly about the room. Each is busy, except the Elves of Rest who stand watching the others. David turns to them:

David — Why are you not doing something, too?

Gray Elves Chorus — Our turn comes later.

First Elf of F. A. — Brothers, is our work finished?

All — Almost.

Second Elf of Good Things to Eat (Brings tray. Claps hands three times.) — One, two, three! (Whisks off cloth.)

David (enumerating all things on the tray) — A nice glass of milk; two poached eggs; some nice brown toast; jelly (rubs his stomach); and this big yellow orange. Is this all for me?

2nd Elf of G. T. to E. — Yes, all for you.

(The elves stand around the bed watching David. Solemnly pantomime to one another, while David eats the lunch. One nods head as if to say: "It is all right." The other elves nod back "I told you so". David exhibits great pleasure while eating lunch. Finishes everything but orange. Leans back against pillow in a satisfied way.

David — I just can't eat this for awhile. (Holds up orange) I will



have to rest first. (Three elves of Good Things to Eat take away tray.) Now tell me who you are, how you got in here, and what you are going to do?

Second Elf of Keeping Clean — That's a pretty big question, young man, but we will do our best to answer you.

Third Sunshine Elf — We are all called the "Elves of Good Health", but each of us has a separate name and a particular thing to do with causing a person to be strong and well.

Second Sunshine Elf — We are always fighting somet evil spirits called "Germs", which cause a lot of sickness.

First Sunshine Elf — We are going to have a great battle with them, but if you will stick on our side and help us, we'll win out.

David — You bet I'll help you. What shall I do?

1st Elf of K. C. — We'll tell you. You know that it is the duty of a good soldier to obey orders without question or complaint, so just remember that in this fight. Now, I am the Elf of Keeping Clean.

David — Oh, is that why you are dressed in white?

1st Elf of K. C. — Right. You know that white stands for purity, for being so clean that there is not a single dirty spot. Now you must keep clean.

David — But I do keep clean.

2nd Elf of K. C. — Didn't you cry this very morning when your mother wanted to wash your ears?

David — Yes, but that hurts so.

2nd Elf of K. C. — no matter. A soldier mustn't mind pain. If you are going to fight with us you must be brave.

David — All right. I can stand that.

Third Elf of Keeping Clean — Didn't you say that it was too much trouble to brush your teeth? And when your mother wasn't looking, didn't you stick your tooth brush away and make believe that you had already brushed your teeth?

David — Y-e-s; but I don't see any use in brushing my teeth?

3rd Elf of K. C. — Why, don't you know that on your teeth is one of the camps of the enemy? They wait there until they get a chance to march right down your throat. When you Brush your teeth, you get every germ off.

David — Whew. How grand. Just watch me brush my teeth after this. There will not be a single germ left in my mouth if I know it. (First Elf of Keeping Clean dances up and down and claps his hands together.

3rd Elf of K. C. — Then your face and hands must be clean. Get the dirt out from under your finger nails. That is a splendid camping ground for the germs. Then you must take a bath every day or two. It will be a regular "chase the dirt" fight.

David — Oh, that makes baths lots more interesting. I am going to take on tomorrow morning.

3rd Elf of K. C. — Then after you are clean, your room must be clean, for you know that those foxy germs hide around in your bed clothes and in the dust in the corners under the bed. Now, look at that! (Points to heap of clothes in corner.) I don't want to see anything like that the next time I come. Those things should be hung up and not dumped down there. (Looks under bed. And the dust is thick under this bed. Whew it makes me sick! (David climbs out of bed and looks also.)

David — I'll help mother clean all that up in the morning. Then we'll keep it clean. I'll tell her all about how we are going to have a fight against germs.

1st Elf of F. A. — O Yes, you'd better leave that window open, too. You are shutting out all the fresh air which is one of the best fighters on our side. In fact, I am the Elf of Fresh Air. (Taking off his cap, he makes a deep bow.)

2nd Elf of F. A. — I had the hardest time geting in here tonight. The window was shut tight. Finally, I had to crawl through the tiniest crack. It stretched me so that I have felt thin ever since.

David — Are you dressed in blue because you are the Elf of the Air?

1st Elf of F. A. — Certainly. Blue is the color of the sky.

David — And is that why your hair is rumpled?

1st Elf of F. A. Yes. Don't you love to go out of doors and feel the breeze blow your hair?

David — Your clothes look as though you had been out. Your cap is on the side of your head, too. And you have such a nice, fresh, out-of-doors smell. Why, you make me think of lying under apple trees, or standing by the lake watching a boat away off where sky and water meet. Oh, I like you, Mr. Elf.

1st Elf of F. A. — Yes, but you must keep the window open at night so that we can come into the room. Keep it open a little even in the daytime.

David — But when it is so cold and there is snow on the ground.

1st Elf of F. A. — Then open it some at the top and some at the bottom. The warm air will go out at the top and the fresh air will come in at the bottom. Have it wide open at night and put on some extra covers. Now, never let me find that window shut again.

David — All right. Now, what do you do? (Turns to silent elf nearby.)

First Elf of Rest — Oh, my turn comes last. Then I'll show you.

David — All right. How about you? (Points to Elf of Good things to Eat.)

2nd Elf of G. T. to E. — I am the Elf of Good Things to Eat. That

is why I brought you a lunch tonight. My orders are that you eat plenty of food like milk and eggs that will make you strong so that you can fight better.

David — Why are you dressed in brown?

2nd Elf of G. T. to E. — That stands for the brown of toast and the brown skin of a baked potato. The golden color of my plume means the yellow of eggs and of the orange. But I am not so yellow as my brother here. The Elf of Sunshine. (Points to Elf of Sunshine.)

1st Elf of Sunshine — Yes, I am the Sunshine Elf. I have brought my Sunbeams with me and they will dance for you. Claps hands three times and calls the Sunbeams.) Come, Little Sunbeams. David is waiting to see you dance.

(Enters Sunbeams and perform a light, graceful dance. Any of the Fairy, Butterfly or Sunbeam Dances will fit very nicely. The music used in the original production was the "Pizzicato" from the "Sylvia Ballet". After Sunbeam Dance the Sunbeams come to the side of the stage near the Sunshine Elves and remain throughout the performance.)

1st Sunshine Elf — I am one of the best soldiers on your side, and you have been trying to shut me out along with my brother, The Elf of the Air.

David — Why, I didn't know that you could kill germs?

1st Sunshine Elf — Didn't know that I could kill germs? Brothers, did you hear that? It's the best joke ever — Why, David, if I shine straight down on some germs, I kill them in a few minutes.

2nd Sunshine Elf — Even when they are hidden away down in the dark corners, I can still reach them and kill them. Germs cannot stand sunlight and when it strikes them they just curl up and die.

3rd Sunshine Elf — You want to remember this and let plenty of us in.

David — All right. I am going to have the shade pulled clear up to the top of the window and the curtains drawn back. Then plenty of sunshine can come in. We will have great times when we fight together in the Good Health Army.

All — You bet we will.

2nd Elf of F. A. — And if we all fight together, and you do not forget to obey orders we will win, too.

David — You can count on me to do what you tell me, for I want to be well. Let's see — keep clean, brush my teeth, eat good food so as to make my body strong, have fresh air all the time and plenty of sunshine. I can do that all right. But what about you? (Turns to the Elf of Rest.) Who are you and what will you tell me to do?

1st Elf of R. — I am the Elf of Rest (and it is about time for me to get in my work. If you are going to be a good soldier, you must get up every morning with the fighting spirit. At night, you are so tired. In the morning you are rested. What does it?

David — Sleep.

1st Elf of R. — Correct. You get 100 per cent for that answer. Now, you must have lots of sleep so as to be entirely rested and ready to fight when morning comes.

Second Elf of R. — You should go to bed early and not to stay awake as late as your mother and father do. (Elf shakes finger at David.) They do not need as much sleep as you do.

1st Elf of R. — Now, if you are all done, I'll put David to sleep.

David — Wait a minute. I want to ask you why you wear a gray suit?

1st Elf of R. — Because that is a quiet, restful color. It makes you drowsy to look at me. My spangles are the dreams that come to you when you are asleep. Now, brothers, tell David good-by, for he is going to sleep. (Elf helps David back into bed; draws up covers, and places his hands over David's eyes.)

1st Elf of R. — You are going to sleep, David.

1st Elf of K. C. — Goodby, David. Don't forget your tooth-brush and the bath in the morning.

1st Elf of F. A. — Goodby, David. Don't forget to keep the windows open.

1st Elf of R. — Goodby, David. My good Fairy is coming to sing you to sleep.

(Fairy enters; sings lullaby. During the singing, the Elves and Sunbeams slowly leave the stage. David is asleep.)

[CURTAIN]

#### **Lesson 4**

Dramatize.

#### **Lesson 5**

Socialized lesson "David and the Good health Elves," brining out the value of sleep.

#### **Lesson 6**

Have children write an essay outlining their own habits of sleep:

What time they go to bed.

How they ventilate their bedroom.

What time they get up.

How often they go to the movies.

What sleep brings to them.

What happens while we sleep?

Should we sleep alone? If so, why?

#### **Lesson 7**

Permit children to read essays, and criticize.

Have them bring pictures relating to sleep: i. e., clocks, beds, open windows — children in night clothing, etc.



**Lesson 8**

Make "Sleep" wall chart.

**CHAPTER VIII****Lessons 1 and 2**

Weigh all children. Record weight.  
 Send report home to parents.  
 Discussion of reasons for individual loss or gains.  
 Check chore folders.

**Lesson 3**

"Exercise in the open." Law IV.  
 The effect of exercise on: the muscles.  
   the mind.  
   the digestion.  
   the lungs.

Why should we exercise every day?  
 What is the best time for exercise? Before or after eating? Why?  
 Is it better to exercise alone or in groups? Why?

**Lesson 4****GAMES**

Discuss games that develop: Mind,  
   Muscles,  
   Lungs.

**LESSON ON EXERCISE\***

Aim: Teach child the value of exercise in gaining good health.

*Approach —*

Class recite Law of Health and Health Creed.  
 Sing: Bring Soap and Water, Boys. See page 105.

*Lesson —*

Who was the good American who kept the Law of Health and practiced the Health Creed? Theodore Roosevelt.  
 Tell me four laws of life which showed on his face. Fresh air, exercise, proper food and rest.  
 Give me the names of some of the exercises he took in the open air.  
     Running swimming, jumping, climbing, wrestling, horse back riding, tennis and ball, etc.

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\*Cleveland School of Education, Summer Session 1920. Outline of Topic prepared by Caroline G. Mongin.

Name some of the exercises you take. Let the child name all the activities possible and ascertain the value of each.

What is the purpose of taking exercises? To strengthen muscles, correct posture, develop the chest, start blood circulating, limber the joints, make the body graceful.

If you take so many good exercises in the open air why should I give any in school? To be sure that proper exercise is taken by everyone.

Give me an exercise to take in school. Tell me the value of it. Let the children give as many exercises as possible, and have others state purpose of each.

Class stand and take all exercises together. To quiet the class after the exercise, let them play the game: "The Dog and His Bone" (see outline below). When the class has finished have child tell the story: "The Boy Who Walked Around Mt. St. Michel."

Let class discuss health habits of the boy in the story. Some child please give the Health Rule on Exercise. "Exercise is necessary for the human machine. Exercise every muscle every day."

Allow children to give original rhymes on this rule.

#### References:

Song, "Bring Soap and Water, Boys".

Story: "Boy Who Walked Around Mt. St. Michel", from Healthy Living, Bk. 1, Winslow. See page 123.

#### Game: "The Dog and His Bone."

Child sits before class with face covered. An eraser is placed on floor before him. The game is to secure the eraser (bone) without its owner, the dog, being aware of the depredation. He signals his knowledge of the approach by barking. Only one child at a time attempts the theft.

#### Teachers' References:

Bancroft "Games", McMillan Company, New York. Price \$2.00.

Some excellent games are outlined in the "Boy Scout Manual", Chapter IX, 200 Fifth Avenue, New York. Price \$.50.

### Lesson 5

#### EXERCISE\*

#### Aim:

1. Value of fresh air — to make strength.
2. How to exercise properly.

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\* Cleveland School of Education, Summer Session 1920. Outline of Topic — Plan for "Exercise in Fresh Air", by Minnie C. D'Errico.

## Approach: Greek Heroes.

Heracles — strong.

1. Exercised (walking, running).

2. Wore loose clothing.

1. Sets of strong people.

Boatmen — rowing.

Bicycle riders — riding weeks before race.

Sailors — daily drilling on vessel.

Soldiers — daily drilling.

Gymnastics — leaping, swinging, etc.

A. All use muscles.

1. Properly.

2. At proper time.

3. Proper amount.

B. Great care in eating and drinking.

1. Plain food makes good blood.

## II. Best exercise.

a. Fresh air and sunlight.

b. Moderation — change often so as to use many muscles at one time. Walking is one of the easiest and best. Can be had by poorest person.

## III. Tell story "The King and His Magic Clubs".

A king who was feeble and ill because of ease and idleness, called upon his doctor for medicine.

The doctor was wiser than the king and knew it was not medicine, but healthful exercise that the king needed. The king would not walk or work, however, like the strong men about him. The doctor then prepared two heavy clubs of strange wood for the king's use, and led him to think that the handles of these clubs contained the medicine for his cure. To get the benefit of the medicine in the clubs, the king must grasp them by the handles, swing with them and play with them until his hands become moist from exercise, at which time the medicine would pass into his hands, and make his body strong. The king was easily deceived, and each day he might be seen in the open air at certain hours working with his magic clubs.

His muscles grew strong, his blood became pure and his appetite for food increased. He praised the medicine of his clubs and the wisdom of his good doctor.

The king never learned from his faithful servants that the clubs were nothing but wood and the secret of the wonderful cure was found in his own healthful exercise.

## IV. Questions on the story.

V. Let children tell story and enlarge upon it.

## Suggestions:

- What did king tell doctor?
- How did king look?
- How did working people look?
- Why didn't he work?
- What did he say when he became strong?

Teach "Setting up exercises."

Whenever possible class should be taken out of doors — the windows should be wide open if the weather makes this impracticable. The following group of exercises has been used successfully in naval stations, aviation fields and in many schools.

## "THE DAILY DOZEN SET-UP"\*

*The Position of Rest or Cross.*

Each exercise starts from the position of Rest or Cross

1. Heels on the same line, and about three inches apart.
2. Feet pointing forward in nearly a straight line parallel to each other
3. Knees straight without stiffness.
4. Body erect on hips, inclined a little forward, shoulders square, and falling equally.
5. Arms and hands hanging naturally, backs of the hands outward; thumbs along the seams of the trousers; elbows near the body.
6. Head erect and straight to the front, chin slightly drawn in without constraint, eyes straight to the front.

The leader takes a position facing the boys, who should be so placed as to give ample room for unhampered movement.

Each movement should be executed in time with the orders or counting of the leader, which should (with the exception of the speed test) be slow and measured. These exercises do not depend upon snap for their effect upon steady, deliberate strain of the muscles. Any tendency toward hurried, careless execution should be immediately discouraged by the leader, who should, at all times, insist upon uniformity of movement.

## GROUP I

## 1. HANDS.

Hands: Ready: cross (At cross, arms are extended laterally and horizontally, palms down.)

Order: hands. (At hands, the arms are brought back to a position of Attention close to the sides. Especial care should be taken to see that whenever, throughout the exercise, this position is taken — as at the completion of each exercise — full control is retained over the arms, and the hands should not be allowed to slap against the sides audibly.)

\* Healthy Living, Book 2, C. E. A. Winslow, Charles E. Merrill Company, New York and Chicago.



Order: rest. (At rest, always return to the position of cross. In this case there would be no change.)

## 2. HIPS.

Hips: Ready: cross.

Order: hips. (At hips, the hands are placed on the hips with shoulders, elbows and thumbs well back.

Order: Rest.

## 3. HEAD.

Head: Ready: cross.

Order: Head. (At head, the hands are placed behind the neck, index fingertips just touching, and elbows forced back.)

Order: Rest.

This first group should have a leader. The other three groups are described so that the boy or girl may go through without a leader.

These exercises should be executed but a few times each, being preparatory to the Speed Test.

### SPEED TEST

In this test, the preparatory command, Order, is omitted and the leader gives the commands, Heads, hips, hands, etc., in sharp succession, varying them, and occasionally repeating a command in a manner calculated to catch the unwary napping.

The length of time devoted to this movement is left to the discretion of the leader.

#### SPEED TEST.

Speed test (omitting the word "order"): hands, hips, head, etc.

Order: Rest.

### Lesson 6

Teach Group 2.

#### GROUP II

## 4. GRIND.

Raise arms sideways to horizontal position. Turn the palms upward and force the arms back as far as possible. While in this position, count slowly from one to ten, and at each count describe a complete circle about 12 inches in diameter, the arms remaining stiff, and pivoting from the shoulders. Then reverse the direction of the circle, and do another ten.

## 5. GRATE.

Raise arms, as before, to horizontal. While taking a deep breath, raise the arms to an angle of 45 degrees, and also raise the heels until you are resting on the balls of the feet. Then, while you slowly let out the breath, come back to the original position, feet flat on the floor, arms

horizontal. Be careful not to raise the arms more than 45 degrees or return them to below horizontal. Do this ten times.

#### 6. GRASP.

Raise arms, as before, to horizontal. Place hands behind the head, index fingers touching, elbows forced back. While in this position, bend the body slowly forward from the waist as far as possible. Keep the head up, with the eyes on the leader. Return to upright position, and bend backward a short distance only. Do not make these movements jerky and do not hurry through them. Repeat the whole movement five times, bending forward, then straightening up, then bending backward.

### Lesson 7

Teach Group 3.

#### GROUP III

#### 7. CRAWL.

Raise arms to horizontal. Turn the left palm upward; then raise the left arm and lower the right, until the right is down close to the side, and the left is straight up overhead. Then slowly bend the body sideways to the right from the waist, the right arm slipping down the right leg to or below the knee, and the left arm bending in half a circle downward over the head, until the fingers touch the right ear. Return to original position with arms horizontal, and go down the other way, the left arm slipping along the left leg, the right arm bending downward in half a circle over the left ear. Do this five times.

#### 8. CURL.

Exercise A. Raise arms, as before, to horizontal. Move the right foot sideways 12 inches from the left. Slowly close the fists and lower arms downward from the elbows. Then curl the fists upward into the armpits, bending the head backward meanwhile until you look upward at the ceiling. Take a deep breath as you bend the head back. Let the air begin to come out slowly, as you return to the original position, head erect, fists still in the armpits.

Exercise B. Then, without resting, still letting the breath come out, extend the arms straight forward from the shoulders, palms down. Let the arms begin to fall and the body to bend forward from the waist, head up, eyes to the front, until the body has reached the limit of motion, and the arms have passed the sides and been forced back and up as far as possible. A deep breath should again be taken slowly as you curl your arms, and exhale as they come down once more.

Do the whole exercises (A and B) five times.

#### 9. CROUCH.

Move the right foot sideways until the heels are about 12 inches apart. Raise arms to horizontal. Rise on the ball of the foot. Bend

the knees, and, with the weight on the toes, lower the body almost to the heels, keeping the trunk as nearly erect as possible. Return to original position, knees straight, and let the heels go down to the floor. Do this ten times.

### Lesson 8

Teach Group 4.

#### GROUP IV

##### 10. WAVE.

Raise arms as before to horizontal. Stretch the arms straight above the head, fingers interlocked, arms touching ears. Then, with the fingers still interlocked, describe a complete circle about 26 inches in diameter, the body bending only at the waist. Do this five times. Then repeat the movement five times, but in the opposite direction. Go through the entire movement slowly, and steadily, bending the body in its rotation chiefly from the hips.

##### 11. WEAVE.

Exercise A. Move the right foot until the heels are 12 inches apart. Raise arms to horizontal and turn the body to the left from the hips, the arms remaining horizontal until the face is to the left, the right arm pointing straight forward, and the left arm straight backward.

Exercise B. While in this position, bend the body from the waist so that the right arm goes down until the right fingers touch the floor midway between the feet, and the left arm goes up. The right knee must be slightly bent to accomplish this. Return to the original position, body erect, arms horizontal.

Reverse the movement, turning the body to the right this time until the left hand points straight forward. Then bend downward until the fingers of the left hand touch the floor. Return to the original position.

After you have mastered the exercise, you can go through it (A and B) in one continuous motion.

Repeat the whole exercise (A and B), first to the right, then to the left, ten times.

##### 12. WING.

Raise arms to horizontal, taking in a slow breath; then upward until they are straight overhead. Let them fall forward and downward, while the body bends forward from the waist, until the arms have passed the sides, and been forced upward and backward as far as possible, just as in Exercise 8. Remember, as you bend forward, to keep the head up, and the eyes to the front and let the breath come out.

Straighten the body upright again, with the arms overhead, drawing in the breath. Lower the arms to the horizontal position, with the palms turned downward, and the arms and shoulders forced hard back. Then

bring the arms out to horizontal, and begin the movement again by raising them as before.

Repeat this entire movement slowly five times, forcing the air out of the lungs as the body bends forward, and filling the lungs again as the body straightens.

## **CHAPTER IX**

### **Lessons 1 and 2**

Weigh all children. Record weight.

Send report home to parents.

Discussion of reasons for individual loss or gains.

Check chore folders.

### **Lesson 3**

Review Group 1 (Exercise).

Review Group 2 (Exercise).

Have children bring pictures of outdoor games for winter and summer.

### **Lesson 4**

Review Group 3 (Exercise).

Review Group 4 (Exercise).

Make "Exercise" poster.

### **Lesson 5**

Review (Year's work).

### **Lesson 6**

Review (Year's work).

### **Lessons 7 and 8**

Examination — Have children write essays on the four health laws.



## GRADE V

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### *Aim:*

The prevention of the spread of disease.

Our health obligations to our neighbor.

"Modern education recognizes that man's bodily condition is **not** without its effect on the mental development and life of the individual."

Page 5.

Strayer, "A Brief Course in the Teaching Process."

## CONTENTS

In this grade Modern Health Crusade chore folders should be used — *Kept at home* — and marked by children each morning. They should be brought to school once a month to be checked with the morning inspection blanks. Titles and insignia are not awarded.

### Chapter

- I. Our enemies — Germs.
- II. Infection.  
Isolation.  
Prevention.
- III. Prevention continued.
- IV. Cleanliness as a preventive measure.
- V. Care of Teeth  
Use of Handkerchief  
Posture — Care of feet
- VI. Posture — Care of Feet, continued.
- VII. Habits of Health and Resistance.  
Good Food and Posture as preventive measures.
- VIII. Malnutrition versus immunity.  
Immunity — Natural and Artificial.  
*Fresh air* and *rest* as preventive measures.
- IX. Exercise as a preventive measure.  
Review.

## CHAPTER I

### Lessons 1 and 2

Weigh and measure all children. Record weight.

Send report home to parents.

Discuss reasons for individual loss and gains.

Check chore folders.

**Lesson 3**

Tell story of "The Wooden Horse of Troy".\*

**THE WOODEN HORSE OF TROY**

Once upon a time the armies of the Greeks were at war with a people called the Trojans, who lived in the powerful city of Troy. For a long while the Greeks camped outside the walls of the city and tried to capture it, but the Trojans with spears and arrows and great stones drove them off and killed some of their bravest leaders.

At last Ulysses, one of the wisest of the Greeks, thought of a plan by which to capture the city through a trick. The Greeks pretended to be giving up the attack, and their ships sailed away and hid behind an island near by. The Trojans, thinking the war was over, poured out of the city where they had been shut up and eagerly examined the deserted camp of the Greeks. In this camp they found a very strange thing, an enormous wooden horse.

They were curious about this horse, for no one could think what it might be for. Some wanted to bring it into the city as a prize; others were afraid and advised that it be left on the seashore. At last they were persuaded that it would be a fine thing to have the wooden horse in the city. So they managed with great difficulty to get it inside the walls and ended the day with feasting and rejoicing.

Now this is what the clever Greeks had done. The great horse was hollow, and inside it were Greek soldiers. In the night when the Trojans were all asleep, these soldiers came out and opened the gates of the city to the rest of the Greeks, who had sailed back and landed again after nightfall. In this way the mighty city of Troy was at last taken.

What do you suppose this story has to do with keeping well? Just this. The disease germs are our enemies, just as the Greeks were the enemies of the people of Troy. We can keep them out, just as the Trojans could have kept out the Greeks; but very often we do what the Trojans did. We bring the enemy into the city; we put the germs of disease right into our own mouths. Let us see how we can be on our guard against doing anything so foolish.

Who are our enemies?

Discuss some of the ways we bring the enemy into our bodies.

What have we learned to do to prevent their entrance?

**Lesson 4**

Permit children to tell the story of "The Wooden Horse of Troy".  
Dramatize.

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\* Courtesy of Chas. E. Merrill Publishing Company, New York City. From Prof. C. E. A. Winslow's "Healthy Living", Volume I.

**Lesson 5**

Read playlet "Imps and the Children".\*

**THE IMPS AND THE CHILDREN****CAST OF CHARACTERS — THE HANDICAP IMPS**

Captain	Isolation
Toothache	Antitoxin
Snuffles	Chairman of School Board
Sore Throat	Members
Weak Eyes	Leader of Delegation
Can't Hear	First Parent
Diphtheria	Second Parent
Stutters	Third Parent
Nurse	Fourth Parent
Doctor	Fifth Parent
Dentist	Sixth Parent
Air Pump	Seventh Parent
Test Tube	

Imps dressed in close fitting brown, gray or brightly colored jackets and peaked caps. Each has a placard with his name, and wears some sign of his own. Toothache has face bound up, and carries tweezers; Snuffles carries large handkerchief, and is either blowing nose or looking about stupidly with mouth open; Weak Eyes has glasses with big black rims, and is peering at a book; Can't Hear has ear trumpet, or holds hand behind ear; Sore Throat has throat bound up, and carries a large box marked "cough drops"; Captain Handicap is lame and bent, head bound up, arm in a sling, etc.

**SCENE I — OUTDOORS**

Captain — Toothache, have you got your hammer and tweezers? Be sure to give them all some good twinges.

Toothache — Aye, Captain Handicap; see, they are ready. (Flourishes them, makes a face and cries "Ouch!")

Stutters — P-plase, sir, I c-could catch only a f-f-few children last t-t-time, but I d-did my b-b-best to make them miserable.

Captain — That's right, my boy. Are the rest of you ready?

Snuffles (coming up with Sore Throat) — We'll work together, sir, if you don't mind. You've no idea how many children will fall behind at school between us. (Goes off sneezing and coughing.)

Captain — Hush, boys, the children are coming. Now do your best. Remember, there's a big reward offered for defective children by Giant Ignorance. Every time you strike a child, you strike at his enemy, Knowledge.

Weak Eyes — Shall we hide? Won't the children see us and run away?

Captain — No, of course the children can't see you. The doctors and the Board of Health can see you and sometimes the mothers and

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\* Courtesy of National Tuberculosis Assn., 370 Seventh Ave., New York City.

fathers can, but half the time they aren't looking. Here are the children; come on!

(The Imps stand back and the children come troop-ing in — about twenty-five or thirty of them. Only about ten come at a time. The children have their books and walk along in twos and threes laughing and talking. The Imps dart in and out among them, striking them. As each child is struck, the child puts his hand up to his eyes or throat or cheek, or begins to sneeze, etc. Some children are struck by several Imps. Sore Throat gives them lollypops and pencils. Diphtheria picks out one little girl and clings to her while she goes from one group to another. The children go off in response to the ringing of a school bell.)

Toothache — I'll bet I struck more children than any of you.

Diphtheria — I didn't need to work so hard. I stuck close to Mary and she'll make enough trouble if the doctor doesn't get busy.

Sore Throat — I didn't have to work, either. I just gave them lollypops and pencils and whispered to the girls with sore throats to pass theirs around.

Handicap — Come on, boys, let's celebrate. When Giant Ignorance hears what we've done he'll make us all rich.

(A lively dance is played by a Victrola, off stage. The Imps dance.)

[CURTAIN]

## SCENE II — MEETING OF SCHOOL BOARD

(As soon as the Board enters and is seated, a delegation comes in. Leader Speaks:)

Mr. Chairman and members of the School Board: We represent the Parents' Club of all the Schools. We have come to entreat you to take steps at once to protect our children from the constant attacks of the Imps of Handicap. You cannot expect our poor children to make any progress in School when all their time and energy is taken in fighting these little demons.

Chairman — Ahem! I think you are exaggerating the matter. These Imps cannot be so very dangerous. Besides, to fight them effectively might be very expensive.

Leader — But you've no idea, Mr. Chairman, of the seriousness of their attacks. The Imps fly at the children singly or in groups, at home, or in school, and what is one school nurse among 7,000 children? While she is driving one Imp away, the others come running back.

First Parent — Yes, and my Jimmy heard that little Imp Toothache boasting that he must have given at least 3,500 children bad teeth — the conceited little thing!

(Parents grow very excited and begin to interrupt.)

Second Parent — And my boy, Joe, said that that horrid little Snif-



fles, who is always tagging after him, said that 1,050 children keep their mouths open from tonsils and adenoids.

All — Shocking! Dreadful! Mr. Chairman.

Chairman (rapping for order — One at a time, please.

Third Parent — I actually thought that Susie was stupid because she couldn't learn to read, until I heard that she was only one of the 700 children Weak Eyes had attacked, and that she had to have glasses.

Fourth Parent — And, Mr. Chairman, they're so inexcusably deaf. Why, 350 can't hear all we say to them. Yesterday I sent Charlie to the store to get me a leg of lamb, and he came back with a jar of jam.

Fifth Parent — And 250 of them wouldn't be able to tell the store-keeper what we wanted, even if they did hear, for they can't talk straight.

Board Member — But what about the parents? Don't you have any responsibility for these children?

Leader — Of course we do, and those of us who have learned about the Imps will take care of our children. But there are lots of parents who don't know and they need help.

Sixth Parent — Yes, and their children are dangerous to the other children. It's lucky for us that that black Imp Smallpox isn't around just now, for almost three-fourths of our children have never been vaccinated.

Seventh Parent — He isn't so likely to turn up as that dreadful Imp Tuberculosis. Forty cities are helping to drive him away by letting the children study in open-air classes. Pale Face is around here scouting for him now, and here our children are still studying in stuffy rooms.

(All begin to talk at once. The Board evidently much excited.)

(Enter two nurses.) Nurse — If you please, Mr. Chairman, the whole band of Handicap Imps, Snuffles and Toothache and Can't Hear are attacking the children again, and we can't catch them all by ourselves. If you'd only let us have a doctor, we'd soon get them fast enough and lock them all up.

Chairman (excitedly) — This is dreadful! I never dreamed things were in this state! Call a doctor. Where's another nurse? Hurry up, all of you. You're all dreadfully slow! Do you want the Imps to get our children? Oh, if we only had an open air classroom!

(All seize doctors and nurse and rush out with them.)

Nurse (as she goes out) — Well, why didn't they all get excited about it a little sooner? The Imps could have been routed long ago!

### SCENE III — OUTDOORS

(Children huddled together on ground in a scared group. Imps are tormenting them. Members of school board and parents rush in.)

Captain Handicap — Oh, they're after us. Help us, Ignorance! Help! Help!

School Board and Parents (excitedly speaking in turn) — We'll catch them — I've got him. — No, I haven't! — There he goes, etc.

(They chase the Imps, who dodge and slip away from them, yelling as they run about.)

(Enter Doctor, Dentist and Nurses. They are followed by Air Pump, Test Tube, Isolation and Antitoxin, dressed in white and trundling two small wagons labeled "Health Department." The Dentist catches Toothache with his tweezers and bundles him into a wagon.)

Doctor (threatening Snuffles with a big handkerchief) — One last blow and don't ever let me see you around here again!

Nurse (catching Weak Eyes and putting him in the wagon) — We'll tie you up in a well-lighted schoolroom, Weak Eyes. How will you like that? (Weak Eyes screams in fright.)

Air Pump (catching Pale Face and pumping air into him) — I'll put some fresh air into you and we'll see whether you can do any more mischief.

Test Tube — Where's that Imp Diphtheria? I'll get a culture and then we'll know him. (He chases Diphtheria and brings him to Antitoxin, who fights with him. Isolation joins in the fight and they slay Diphtheria.)

All the Imps are then driven away in wagons, followed by doctors and nurses.

The Children spring up and dance and sing while Parents and School Board in the background are shaking hands and congratulating each other. An appropriate song might be written especially for the finale.

[CURTAIN]

### Lesson 6

Permit children to tell the story.

Assign parts.

### Lessons 7 and 8

Dramatize.

## CHAPTER II

### Lessons 1 and 2

Weigh all children.

Record weight. Send report home to parents.

Discussion — reasons for individual loss or gains.

Check chore folders.

### Lesson 3

Socialized lesson on playlet. —

*How can we vanquish "Toothache"?*

1. "Captain" Toothbrush twice daily
2. "Dentist" twice a year.

*How can we vanquish "Snuffies"?*

1. Remove adenoids.
2. "Captain" Handkerchief every morning — on guard all day.

*How can we vanquish "Sore Throat"?*

1. Remove diseased tonsils?
2. Keep fingers, pencils and everything unclean or injurious out of our mouth and nose — do not share apples or candy.

*How can we vanquish "Weak Eyes"?*

1. Have eyes examined.
2. Wash eyes with clean warm water every morning.
3. Keep fingers, dirty handkerchiefs and towels away from our eyes.

*How can we vanquish "Can't Hear"?*

1. Remove adenoids.
2. Have nose and throat examined before the condition develops.

*How can we vanquish "Diphtheria"?*

1. Call the "Doctor" to administer anti-toxin.
2. Isolate the patient.

#### **Lesson 4**

Give a list of some of our allies in fighting disease, i. e.

General Handkerchief.

Captain Toothbrush.

Captain Pure Water inside and out assisted by Susie Soap,  
Granny Washcloth, Johnny Nail File and Billy Bathtub.

The Fresh Vegetable men.

The Fresh Fruit Family.

The Milk Fairies.

Sunshine.

Fresh Air and the Sleep and Rest Twins.

#### **Lesson 5**

- (a) How do disease germs enter the body?  
Through mouth, nose, cuts, scratches and wounds.
- (b) Where do disease germs multiply?  
In the human body.

- (c) How are diseases spread?
- (a) Secretions from the mouth and nose.
  - (b) Excretions from intestines and kidneys.
  - (c) Flies, Mosquitoes and fleas carry diseases. How?
- (d) Give two diseases spread by mouth and nose secretions.
- |                  |                    |
|------------------|--------------------|
| Chicken Pox      | Diphtheria         |
| German Measles   | Common Colds       |
| Infant Paralysis | Influenza          |
| Mumps            | Septic Sore Throat |
| Smallpox         | Measles            |
| Scarlet Fever    | Whooping Cough     |
|                  | Tuberculosis, etc. |

Have each child give the names of two while teacher makes a list on blackboard.

- (e) Why are these diseases so dangerous to children?
- Because they pave the way for chronic ill health.
- (f) Can we become successful men and women with the handicap of illness? If not, why?
- Stevenson, Milton, and other great men have become genius in spite of their handicap — think of the wonderful achievement had they realized the value of a perfect body, and like Roosevelt succeeded in building one.
- (g) Give two diseases spread by excretions of bowels and kidneys:
- |                       |               |
|-----------------------|---------------|
| Hookworm              | Typhoid Fever |
| Diarrhea or Enteritis | Tuberculosis  |

### Lesson 6

- (a) What can we do to prevent the spread of diseases carried by mouth and nose secretions?
1. Cover the mouth and nose with a clean handkerchief when you cough or sneeze.
  2. Wash your hands before each meal.
  3. Stay at home when you are ill.
  4. Isolate all communicable diseases.
  5. Burn all sputum and nasal discharges.  
(Uses old cloths or paper handkerchiefs that can be burned when soiled if you have a nasal discharge or sputum.)
  6. Keep fingers, pencils and anything unclean or injurious out of the mouth or nose and do not share candy, apples or anything to eat.



- (b) What can we do to prevent the spread of diseases carried by blood, and bowel and kidney excretion?
1. Screen the house and destroy the breeding places of mosquitoes.  
Kill all rats — they harbor dangerous fleas.  
Name a disease carried by mosquitoes. (Malaria.)  
Name a disease carried by flies. (Typhoid, Diphtheria, Enteritis, Tuberculosis.)  
Name a disease carried by fleas. (Typhus, Bubonic Plague.)
  2. Disinfect all excretion from ill people.  
Chloride of lime 1/5 lb. to 1 gallon is a cheap efficient disinfectant — should be dissolved in water and thoroughly mixed with material.
  3. Make all toilets fly proof by screening.
  4. Destroy breeding places of flies:  
Keep garbage cans covered.  
Do not let rubbish accumulate.  
Do not let manure stand unscreened.

### Lesson 7

- (a) What do we mean by "isolation"?
- "Isolation means simply the taking of proper precautions to prevent disease from spreading inside the family or outside."\*
- (b) How do we isolate a patient?
1. Placard House. Why?
  2. Keep patient in a separate room — away from rest of family. Why?
  3. Have only one person wait on and take care of patient and *keep all other people out of the room.* Why?
  4. A gown and cap to be worn in sick room only, should be hung by the door and put on before entering the room. Why?
  5. Hands of the nurse should be washed immediately after waiting on patient and always before leaving the room. Why?
  6. Dishes, Bedding, Knives, Forks and Spoons, Night Clothing and anything that comes in contact with the patient should be boiled or disinfected before being taken from the room.
  7. *Keep all flies out of the sick room.* Why?
  8. Obey the doctor's orders without question.

- (c) The principal signs of the beginning of an attack of communicable disease are as follows:

Coughing	Weak, tired feeling
Sneezing	Watery eyes
Running Nose	Headache
Sore Throat	Diarrhea
Feverishness	Vomiting
Rash spots of any kind	
Swelling or pain back of or under the ears.*	

### Lesson 8

Review Chapter II.

What do we mean by a Sanitary conscience?

How can we protect others from needless communicable disease?

By observing quarantine when necessary and obeying the city laws of health.

Teachers' Reference:

Winslow "Health Living" (Vol. II), Chap. XXIV, page 279.

O'Shea-Kellogg "The Body in Health", Chap. XVII, page 280; Chap. XVIII, page 294.

Overton "General Hygiene", Chap. I, page 9; Chap. XXVI, page 270; Chap. XXVII, page 282.

Ritchie "Primer of Sanitation", Chap. III, page 6; Chap. IV, page 11; Chap. XV, page 71.

Overton "Personal Hygiene", Chap. II, page 14.

Ritchie "Primer of Hygiene", Chap. XXVIII, page 141; Chap. XXXI, page 157; Chap. XXXII, page 163.

## CHAPTER III

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.

Discussion of reasons for individual loss and gains.

Check Chore Folders.

### Lesson 3

Read playlet "Disease Prevention."

#### DISEASE PREVENTION\*

##### CAST OF CHARACTERS

Mr. Fly

Mrs. Malaria Mosquito

Mr. Dirt

Miss Careless Cough and Sneeze

\* C. E. A. Winslow.

\* Courtesy of Cleveland School of Education — Prepared by Agnes L. Tobin, Murray Hill School.

Mr. Bad Air  
 Mr. Darkness  
 Miss Sunshine  
 The Misses Sunbeams  
 Miss Handkerchief  
 Miss Fresh Air  
 The Fly Brigade  
 The Mosquito Brigade  
 Fairy Health  
 The Clean-up Brigade

Scene: An unhealthy spot in any town.

#### THE PLAY

Enter *Mr. Fly*:— I am a fly. My home is in the barnyard heap. I fly away from my home of dirt to your homes. I walk all over the food and get in the milk pitcher and drink baby's milk. I carry dirt and sickness on my feet. I am a busy fly. I must be on my way. (Flies around room.)

Enter *Mrs. Malaria Mosquitos*— I bite people and make them very sick. I like to stand on my head. I like standing in water. I lay my eggs there. I must look for some water now. (Flies around stage.)

Enter *Careless Cough and Sneeze*:— I am careless cough and sneeze. Oh! how happy I feel when I can cough and sneeze without being stopped by a handkerchief. Then I can travel from one little boy to another little boy. How I hate handkerchiefs!

Enter *Bad Air*:— Bad air, am I,  
 With me, germs live  
 But children,, *die*.

Enter *Darkness*:— I am darkness, friend of all ills.

Enter *Mr. Dirt*:— I am Mr. Dirt. The best friend of all germs. I carry them far and near. I wonder how long I can stay around here. Oh-h-h! I see my other friends. How glad I am to see you all. Come friends, let us dance before we begin to work today. (All join hands and form circle and dance.)

Enter *Fairy Health*:— What do I see here. All my enemies. Mr. Fly, Mrs. Mosquito, Mr. Dirt, Miss Careless Cough and Sneeze, Mr. Bad Air, Mr. Darkness. They frighten me. If they stay here they will kill the little children, the women and men. This will never do. I will go and call my helpers. (Exit.)

Enter *Sunshine*:— I am Sunshine. I shall send my beams into this town. I am a friend to Fairy Health. (Exit) (Calls Sunbeams.)

Enter *Sunbeams*:— (Sing Sunbeam Song) — They fly around *Darkness* and he falls.

Enter *Fly Brigade*:— We are going to Swat the fly and help Fairy Health keep away disease. (Kills Fly.)

Enter *Miss Handkerchief*: — I am Miss Handkerchief. Use me, if you please. Everytime you cough or sneeze. (Kills careless cough and sneeze.)

Enter *Clean-Up Brigade*: —

We've come to clean up you, Mr. Dirt.  
No longer can you children hurt.  
We'll clean up the street and clean up the stable,  
In fact we'll clean up all we are able.  
Goodbye Mrs. Mosquito, Farewell Mr. Fly,  
We've come for you and you're going to Die.  
(Kill Mr. Dirt)

Enter *Mosquito Brigade*: —

No water in tins and barrels can stand,  
With this brigade at hand.  
With our can of oil,  
We will work and toil,  
And make this a healthy land.  
(Kills Mosquito)

Enter *Fresh Air*: —

I am Fresh Air, the best friend of health,  
Far better than medicine and better than wealth  
(Fresh Air looks around and sees all her friends)  
My dear friends, I am glad you are here.  
Let us sing a song and give a cheer.  
To fight sickness and boost good health.  
To make this city one of wealth.

Enter *Fairy Health*: —

1. This is the way we fight disease, we fight disease,  
if you please  
This is the way we fight disease,  
Every, Every morning.
2. You can help us, if you please, if you please,  
if you please  
You can help us if you please  
Every, Every morning.

[CURTAIN]

#### **Lesson 4**

Silent reading.

Permit children to tell the story of the playlet.

#### **Lesson 5**

Discuss playlet.

#### **Lesson 6**

Dramatize.

#### **Lessons 7 and 8**

Review Chapter I, II, III.



## CHAPTER IV

### Lessons 1 and 2

Weigh all children. Record weight. Send report to parents.  
Discuss reasons for individual loss or gains.  
Check Chore Folders.

### Lesson 3

Have children write an essay on the value of a clean home and personal Clanliness in the prevention of disease.

Isolation — its value.

How disease is spread.

Agents who act as carriers.

How disease enters the body.

What other measures we can use in prevention of disease.

### Lesson 4

Have children read essays.

### Lesson 5

General discussion.

### Lesson 6

Read playlet, "The Passing of the Littlest Pageant."

#### THE PASSING OF THE LITTLEST PAGEANT\*

##### CAST OF CHARACTERS

*Mother Nature* — Rose colored gown, quaint, picturesque costume, with diaphanous draperies; or else Grecian costume.

*The Public* — Ordinary business suit; bandage about eyes.

*Death* — White draped robe with hood that half conceals face; carries red sword.

*The Clock* — Dress of dull black, make short waisted with full skirt and elbow sleeves; black stockings and slippers. Wears fastened to body, in front, a circle of cardboard representing the dial of a clock, with hands of clock painted black. There are three divisions of time lettered on the face of the clack: "Yesterday", "Today", and "Tomorrow". (If white Grecian costume is worn the face of the clock should be black with white hands and white lettering.)

*New Fairy* — Green tights and pointed jerkins (made of green cambric). The part can be played by a girl fairy if preferred.

##### THE EARTH-BORN SISTERS:

*Ignorance* — Dress of cheesecloth, Grecian lines; wears half mask.

*Poverty* — Dress of cheesecloth, Grecian lines (cut to represent tatters).

She is barefoot. Grecian band about head, as has ignorance.

*The Fairy Queen* — Conventional fairy costume (preferably short skirt and large wings).

*Fairy Attendants* — If desired, wings, crown and wand worn with the usual white frock will serve as a costume, though the effect is not so good. The Good

\* Courtesy National Tuberculosis Association. By Elise Williamson Phifer.

Luck Fairy's crown bears a four-leaf-clover instead of a star. The Fairies of Misfortune wear, over their costumes, veils of black tulle, worn entirely over head and face, and reaching just below the waist.

*The Baby* — (A doll).

Stage set: Chair, Down Right. Table, Down Left. Chair R. of Table. The Portal: Up Stage Center (a wooden frame, hung with dull black draperies. On either side of Portal place a bay tree in tub (a fir, pine or cedar tree, if small, will serve). Stand (foot high) for the Clock — right of center.

Properties: (1) Sewing basket on table. (2) In basket put two pieces of filmy gray veiling (torn in holes) to represent "lungs". (3) Small cane, rattle, sponge, baby-size hot-water-bag, large powder puff, pair of bootees. (4) Wooden sword (painted red) carried by death. (5) Two fairy torches carried by fairy torch bearer. (6) Bandage for "The Public".

Time: Almost tomorrow.

Place: Mother Nature's Home on the Highway between Fairyland and Earth.

Enter — The Clock, Center. Through the Portal comes 'right' to the stand, walking with rocking, rythmical movement from side to side.

The Clock — Tick-tock, tick-tock, tick-tock, etc.

Enter — Mother Nature; comes down 'left' to table.

Mother N. — Good morning, Clock!

The Clock — Good Morning, Mother Nature. Tick-Tock!

M. N. — Dear Me! It will soon be Tomorrow! I must hurry with my sewing. (Sits L. takes up sewing from off table.)

Enter — "The Public." (His eyes are bandaged; he feels his way with a cane.)

The Pub. — I have come a long way in the dark!

M. N. — Who is there? (She is taking careful stitches in her sewing and does not look up.)

The Pub. (pompously) — It is I, The Public.

M. N. — Well, what do you want?

The Pub. (with less assurance) — There seems to be something the matter with me.

M. N. — Um-n. Are you just finding that out?

The Pub. — My health is not altogether what it should be.

M. N. (same business of sewing) — Well, what are you going to do about it?

The Pub. — I've decided to go back to Nature. I fancy she can help me out.

M. N. (mimicking) — I fancy she can. I've been expecting you for some time, young man. I am Mother Nature.

The Pub. (embarrassed) — I beg your pardon! I should have recognized you, of course.

M. N. — How could you? You know almost nothing about me. (Looking at him for the first time.) Alas! He is blind!

The Pub. — Ah, how sad! (Turning his head about as though looking for someone.) Who is it that is blind?

M. N. (surprised) — Why, it is of you I am speaking. Are you not blind?

The Pub. (indignantly) — Certainly not.

M. N. — But the bandage about your eyes?

The Pub. — Bandage? There is no bandage about my eyes!

M. N. — Well, well! Have it your own way. But I daresay you can not see what I am doing.

The Pub. (tartly) — You are working on something. I can see that very plainly.

M. N. — Have you no curiosity to know what it is?

The Pub. — None; what is it?

M. N. (holding up her work) — I am mending some little lungs.

The Pub. (astonished) — Mending lungs. How extraordinary! Whose lungs?

M. N. — They belong to a little boy and a girl who live on the Earth. They are full of holes.

The Public (alarmed) — Who, the children?

M. N. — No, stupid! The lungs. They are full of ugly consumptive holes. These children have very careless parents.

The Pub. — Ah, and so you mend the little lungs.

M. N. — Yes, I mend them as fast as I can. But sometimes I cannot mend them entirely. (Sighs.) If only I could have a bit of help!

The Pub. — Why, you must have help. Who is there that could help you?

M. N. — The parents of the children could help me. The children themselves could help me. (Looks at him intently.) You could help me if you were not blind.

The Pub. (sharply) — I'm not blind. (Resignedly.) But it is useless to contend against a woman.

M. N. (impressively) — It is not only useless, young man, it is dangerous. When the woman chances to be Mother Nature.

(The Public snorts angrily; a pause — Mother Nature glances smilingly at sulking The Public.)

The Clock — Tick-tock. Time for the Littlest Pageant to arrive. Tick-tock!

M. N. — Oh, it can't be time yet. I've not finished my mending.

The Pub. (curiously) — What is the Littlest Pageant?

The Clock (astonished) — Tick-tock!

The Pub. — What's the matter with that Clock?

M. N. — Merely surprised that you do not know what the Littlest Pageant is.

The Pub. — Well, what is it?

M. N. (looking dreamily into space, and speaking tenderly) — The Littlest Pageant is the passing from Fairyland to the Earth of a mortal baby.

The Pub. (properly subdued) — Ah, I see! And of what does this procession consist?

M. N. (counting upon her fingers) — There is the Fairy Queen, and all her retinue; fairies of good fortune and fairies of misfortune; there are the Earth-born Influences that shall most affect the little one during his life upon the Earth, and, at the end, there is Death.

The Pub. (startled) — Death!

M. N. — Why are you startled? Is not Death the natural end of the procession?

The Pub. — But the Littlest Pageant. The Baby! What has Death to do with that? I do not see . . .

M. N. — You could see if you were not . . . . .

The Pub. — I tell you I am not . . . .

M. N. — Hush, here they are.

(Enter the Fairy Queen; she carries the Baby (a doll swathed in veils). The Fairy is preceded by the Torch Bearers, and by Cupid; she is followed by the Train Bearers, the Fairies of Misfortune, the Good Luck Fairy, and the Gift Bearers (two fairies, carrying between them a small cane, from which is suspended a rattle, a sponge, a large powder puff, a tiny hot water bag, and a pair of bootees). The Fairy Q. comes center.

M. N. — Welcome, Fairy Queen!

Fairy Q. — Good Mother Nature, we bring this Baby for your blessing before we take him to the Earth.

M. N. (takes Baby) — The Darling! I bless this Baby with good health. Let those who rob him of this gift beware! (Looks menacingly at The Public.; To the Fairy Q.) For whom is the baby destined?

Fairy Q. — For the Careless Parents. He will be a little brother to the children whose lungs you have just been mending.

M. N. — What a shame! What a calamity! To send this baby to the Careless Parents to have its lungs filled with little holes. And I cannot mend them fast enough, working by myself. How senseless. How cruel! (All the Fairies cry: Oh, oh, oooooooooooooH!

The Pub. (rapping sharply on the floor with his cane) — Why do you give the baby to the Carless Parents?

M. N. — All parents are careless, more or less. They know no better.

The Pub. — But I don't see . . . .

M. N. — Quite so! You don't see. You are blind!

The Pub. (angrily) — Trust a woman to have the last word! (A commotion is heard without.) The pageant starting without us! How dare the Fairy Q. go without us! Ad Lib.

Enter — Ignorance and Poverty; they come down center.

Ignorance — We will join the Littlest Pageant!

M. N. — That is Ignorance. How arrogant she is!

Poverty — We belong in the Littlest Pageant!



M. N. — And Poverty! What bitter knowledge is hers! Behold them! The sisters, Ignorance and Poverty; they go, always, hand in hand!

The Fairy Q. (vexedly) — Oh, will we never have the Littlest Pageant without Ignorance and Poverty?

M. N. (looking angrily toward The Public) — Not so long as The Public is blind.

The Pub. (thoroughly exasperated) — But I tell you I am *not* blind. I can see the sisters — Ignorance and Poverty, quite plainly.

M. N. (with asperity) — Young Man, you have never truly seen Ignorance and Poverty, else you would not allow them to exist upon the Earth.

Enter Death, unobtrusively; stands in the background.)

The Clock — Tick-tock. Time for the Littlest Pageant to proceed to the Earth. Tick-tock!

Death (solemnly) — Proceed! I will follow in the wake of the Littlest Pageant. The Assembly (with the exception of Mother Nature and the Clock) show fear. The Public turns toward Death as though gazing at him in horror.

M. N. — It is but Death. Why do you fear him? He is neither to be feared nor dreaded so long as he remains far enough in the rear.

Fairy Q. — But Death has no rightful place in the Littlest Pageant. Send him away, Mother Nature.

M. N. (sadly) — Death will follow in the wake of the Littlest Pageant so long as . . . . .

The Pub. (sarcastically) — The Public is blind.

M. N. (firmly) — Exactly.

The Fairy Q. — We must delay no longer, Good Mother Nature, give the Baby to me.

M. N. (clasping the Baby closely to her heart) — Oh, I cannot send the Baby to so fearful a fate. . . . Look at The Public! There he sits, as blind as a mole . . . so blind he does not even see that he is blind. He cares nothing about the Passing of the Littlest Pageant to the Earth that shall leave yet another baby to have its lungs filled with little holes. Oh, will nothing ever be done to stop this wicked waste of life?

Voice (without) — I come! I come!

Enter the New Fairy. Left.

The New Fairy — Make way for me! Make way for me! (He parts Ignorance and Poverty, walking between them, comes down center.) Good Mother Nature, I come to serve you.

M. N. (to Fairy Q.) — Who is this boy?

Fairy Q. — He is the oldest of the fairies. He had become so old that no attention was paid to him; so we made him over into the New Fairy.

M. N. — What is his name?

Fairy Q. — His name is Dawn o' Light. (Confidentially) There is something truly remarkable about him. He tells poor mortals upon the Earth certain things to do that will prevent them from having a terrible disease called tuberculosis.

M. N. (joyfully) — At last! At last! I have some one to help me mend the little lungs!

The Clock (quickly) — Tick-tock!

The Pub. (looking at the Clock) — That reminds me, it must be growing late. I should be leaving.

The New Fairy (spying the Public) — Ho! ho! What have we here? The Blind Public!

The Public (furiously rapping upon the floor with his cane) — I tell you I can see very plainly.

The New F. — Never mind, poor Blind Public! I will fix you so you can see. (Unties bandage.)

The Pub. — Hold! What are you doing?

The New F. — I'm only taking off the Bandage of Indifference. There! By tomorrow you will see clearly.

(The Public rubs his eyes as though just awakening.)

M. N. — Behold! The Public is beginning to see! Tomorrow he will see clearly. I no longer fear to send the Baby to Earth. (Gives Baby to the Fairy Q.; speaks solemnly. I bless this Baby with good health. Let all upon the Earth guard well the gift I give to him.

The New F. — Come! I have much work to do upon the Earth! Away!

(Exit Fairy Q. with attendants, in order of entrance. Ignorance and Poverty following the fairies!

The New F. (to Ignorance and Poverty) — Wait, my sisters! Not so fast! (Steps between them.)

Ignorance and Poverty — We shall follow, hereafter, — somewhat in the rear. Exit R.

M. N. — Oh, the blessed little New Fairy!

The Clock (happily) — Tick-tock!

M. N. (glancing at The Clock) — Dear me! It will soon be tomorrow. If The Public will really help me I may yet finish mending these little lungs. (Take up work.) But what ugly little holes they are!

The Pub. (crosses to Mother Nature; examines lungs) — What makes these ugly holes?

M. N. — A disease called Tuberculosis, or Consumption. See how it eats into the little lungs.

The Pub. — But surely this disease can be prevented!

M. N. — Oh, yes; and it *will* be prevented now that . . . .

The Pub. (hurriedly) — I see. What a terrible waste it all is! Little lungs with holes in them. How shocking! How pitiful! How unnecessary! How outrageous! (Working up to a fine point of ex-

citement.) How stupendously blind the — er — General Public has been. Give me those little lungs, Mother Nature. You have done your part, now I will do mine. (Stuffs lungs into his pocket.)

M. N. (anxiously) — You are sure you will not forget them?

The Pub. — I shall never forget them again. Nor you, Mother Nature! (kisses her hand.) Tomorrow we will mend all the little lungs in the world. (Goes up stage; passes Death; to Death, airily.) There will be no need for *you, tomorrow*, to follow in the wake of the Littlest Pageant.

Death (solemnly and warningly) — I shall always follow in the wake of the Littlest Pageant . . . but far in the rear . . . to remind you *not* to *Forget*. (Exit The Public, thoughtfully.)

M. N. — How wonderful it will be upon the Earth when The Public is fully awake. Come Death! I have no fear of you. I know that you are often kind and merciful, and very beautiful. Let us follow in the wake of the Littlest Pageant. Exit R.

The Clock (backing up stage, with rocking motion as in entrance) — Tick-tock, tick-tock, tick-tock, etc. (Speaks up stage center, in solemn tones.) It's almost tomorrow. Tick-tock tick-tock, tick-tock. (Softly as though talking to itself.)

Exit Center through The Portal.

What did the children learn from the story?

## Lessons 7 and 8

Preparation and Dramatization.

## CHAPTER V

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents. Discussion of reasons for loss or gains. Check Chore folders.

### Lesson 3

Discussion of lesson in pageant. Cleanliness — its relation to health.

### Lesson 4

What relation has the care of the teeth to the prevention of disease? Toothbrush Drill. Tell story of "The Menagerie."\*

Terman — "Hygiene of the School Child," Chap. XI, page 167.

### Teachers' Reference:

Address — "Health Education in the Rural Schools," Chap. XIV, page 255.

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\* Page 256. Address, "Health Education in Rural Schools."

### Lesson 5

What relation has the *use* of a clean handkerchief to the prevention of disease?

Handkerchief Drill.

*Teachers' Reference:*

O'Shea Kellogg — "Health Habits," Chap. XIX, page 192.

Overton — "Personal Hygiene," Chap. XXII, page 174.

Divide room under two leaders and have them compete during the coming four months for the best record in:

- (a) Mouth Hygiene
- (b) Absence of Communicable Disease.

Permit each captain to record for the opposing group:

Visits to dentist — all illnesses.

*To make 100% record —*

Teeth brushed twice daily and *Show evidence* on inspection

Award a Modern Health Crusade Banner to the winning team. Banners may be secured from the National Tuberculosis Association, 370 Seventh Avenue, New York City.

Modern Health Crusade Banner — Wool Mixed (12 x 24) ea. — \$0.30

Modern Health Crusade Banner — All Wool (15 x 36) ea. — \$1.30

### Lesson 6

Posture . . Care of the Feet.

*Flatfoot:*

Man's upright position causes a strain at ankle and instep.

A normal foot has a well defined arch — (see chart.)

Ill fitting shoes and bad posture weaken the muscles of the arch.

Exercise of these muscles if begun in time plus hygienic shoes will correct this condition.

*Shoes:*

- (a) Inner edge straight
- (b) Heels — low and broad
- (c) Soles and uppers — flexible
- (d) Tight lacing should be avoided as it interferes with circulation.

*Stockings:*

Length important

Changed daily.

Use Foot and Shoe Charts for the following lessons.\*

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\* These charts can be secured from Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio. Price (set of 10) 25c.



**Lessons 7 and 8**

"Stop — Look."

Style vs. Sense — Chart I

"Which Feet are Yours" — Chart II.

**CHAPTER VI****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.  
Discuss reasons for loss or gains. Check Chore Folders.

**Lessons 3 and 4**

*Care of Feet:*

Bathing

Care of Nails

"How do you walk" Chart III

"Do you walk correctly" Chart IV

"Do your feet have good arches" Chart V

"Is your big toe straight" Chart VI

**Lessons 5 and 6**

"Do your stockings fit your feet" Chart VII

"Which Shoe will you wear" Chart VIII

**Lessons 7 and 8**

"Which Shoe makes your walk in life happy and successful Chart IX

"Ask your dealer for shoes like these" Chart X

*Teachers' Reference:*

Terman — "Hygiene of the School Child," Chap. VII, Publisher, Houghton-Mifflin Co., Boston.

**CHAPTER VII****Lessons 1 and 2**

Weigh all children. Record weight. Send report home to parents.  
Discuss reasons for individual loss and gains.  
Check Chore Folders.

*Habits of Health:*

Monograph No. 8 — (Pages 43 and 48)

Framingham Health Demonstration, Community Health Station,  
Framingham, Mass.

### Lesson 3

Posture—Its relation to health.

#### *Teachers' Reference:*

Andress "Health Education in the Rural Schools," Chap. XII, page 229.

Terman—"Hygiene of the School Child," Chap. VII, page 72.

O'Shea Kellogg—"Making the Most of Life," Chap. V, page 77.

Gulick—"The Body at Work," Chap. II, page 9; Chap. III, page 18.

### Lesson 4

Food—its relation to health.

Read playlet, "Magic Basket."

#### MAGIC BASKET\*

This little play was written to dramatize the health work of the health clowns so that children may remember emphatic points through action. It has been planned so that it may be staged inexpensively in costumes made by the children themselves, out of paper.

CHRISTOPHER wears overalls. ROCOCO has the conventional clown suit, with red crosses to show his allegiance. MILK, SOAP, TOOTHBRUSH are in pasteboard. CARROT, EGG, TOMATO and BEET are in paper romper costumes, plumply stuffed. CANDY, peppermint striped, of course, has long fingers gloved like stick candy. CHEWING GUM, COFFEE (in the pot), CUCUMBER and his brother PICKLE are in stiff paper. PICKLE walks a little bent, head forward.

THE MAGIC BASKET is the only scenery, and it is planned to give mystery to the play, to give amusing entrances and to intrigue the imagination. It is about three feet high, with a huge Red Cross and resembles the ones carried by the health clown. It stands against a small step ladder, or a chair with a stool on it, so that the Basket People may make their entrances as if they were popping out of the basket.

ROCOCO should be a big boy who is somewhat athletic. CHRISTOPHER should be a clever one who can remember all the things he has to say. The other lines are simpler, and can be learned by boys and girls of varying ages.

This play may be acted out of doors. It is really in a forest on the edge of fairyland. You can see a huge basket with red crosses on it, sort of like a market basket, sort of like a fairy basket. Your eyes tell you that it is painted wood and pasteboard so you decide that it must be a little house. There is no other scenery.

People in the play are:

CHRISTOPHER, himself.

ROCOCO, the friend of the children.

THE BASKET PEOPLE, you know as MILK, CARROT, BEET, TOMATO, SOAP, TOOTHBRUSH, EGG.

THE TEMPTING TROLLS—their names are COFFEE, CANDY, GREEN BANANA, CHEWING GUM, CUCUMBER and his brother PICKLE.

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\*Courtesy American Red Cross. Extra copies from Lake Division Headquarters, Plymouth Bldg., Cleveland, Ohio.

While you are watching the fairy forest and wondering about the magic basket which is so big and funny that it might be a wee house, a frail small boy stumbles in, hurrying, half crying. He sits down under a tree, very much disturbed. You can tell that he is running away to be alone and that he is angry. He rolls on his tummy and begins to cry. His name is CHRISTOPHER and he makes you feel sorry.

Then, hopping, skipping, with a comical gait like a circus clown, a curious figure trips on the scene. He looks like a circus clown except that he has red crosses on him. In one hand he has a carrot and an egg, in the other, a bottle of milk. He suddenly stops in front of you and juggles these things in the air, once or twice while you hold your breath. CHRISTOPHER half raises to peek at him, but buries his face again as the clown turns and tosses into the basket the carrot, the egg and the milk bottle, *biff! biff! biff!* Then he does a few more jolly steps and, just like a magician, he pulls out of the air a toothbrush which he pretends to use, up and down, before he tosses it into the basket. CHRISTOPHER peeks. Then Rococo, the Clown, still prancing, plucks a cake of soap out of the air and pretends to give himself a good scrubbing before it too goes, *pop!* into the basket. CHRISTOPHER hides. Rococo spies him. In exaggerated high stepping quietness, he goes over to CHRISTOPHER and tries to rouse him.

Rococo—Bless my Red Cross buttons! What have we here? Who's come to visit Rococo? Some human child seeking health and happiness and the road to loving service?

Christopher: Go 'way! Go 'way! (He kicks and strikes out, his face hidden.)

Rococo (mimicing him in a high voice and jumping up and down)—Go 'way! Go 'way! Who tells Rococo the friend of the children to go away from his fairy forest in the land of the magic basket?

Christopher (breaks down and sobs—Boo hoo . . . !)

Rococo (jumping up and down and mimicing him in a high voice)—Boo hoo! Boo hoo! (He makes believe crying in such a loud horrible tone as he gallops around the stage that Christopher sits up and begins to laugh.

Rococo (too, begins to laugh on his last gallop around. Then he stoops and asks gently)—Now come! Tell Rococo all about it. (Starts to stroll away, glancing back over his shoulder.) (All right. Rococo is the friend of the children. If you don't care to do as my other friends do, I must say goodbye. Goodbye.

Christopher—I promise. (Rococo strolls farther away with a funny walk.) I promise. (Christopher runs after Rococo and pulls him back.) Please show me. I promise.

Rococo (jumps around and leads him to a spot where he motions him to stand still)—The basket people will help you if you will make them your friends. I will summon some of them, one at a time. Now. Ready. Watch Rococo. (He begins to moo like a hungry cow.)

(Then watch, because in answer to his call Milk rises out of the Magic Basket and jumps to the ground stiffly and bobs to Rococo who returns her salutation in kind and then she approaches Christopher. He

is hugging his knees and staring wonderingly at the bottle of milk which he is almost sure looks just like the one Rococo tossed into the basket a few minutes before. He is not certain, however, because Milk can talk.

Rococo — Milk, can you help Christopher to find the way to strong manhood?

Milk — I am milk, the perfect food, designed for girl or boy; I'll bring you pep and ruddy cheeks and bodies full of joy. So drink me down three times a day as robust children should, and I in turn will make you gland that I'm the perfect food.

Rococo — There you see. Thank you my dear. (He whistles three long hard whistles.)

(Carrot pops out of the top of the Magic Basket followed by Beet and Tomatoe. Two fat looking vegetables.)

Rococo — Carrot, don't you think that the Vegetable Family can help Christopher to grow strong?

Carrot — I must say the carrot sisters are plumb full of iron and salts.

Beet — So am I.

Tomato — So am I.

Carrot — We keep you young and active and we temper sluggish faults.

Beet — So do I.

Tomato — So do I.

Carrot — We tempt the fickle appetite

With other foods, we make for might,

You'll find that carrot's a delight.

Beet — So am I.

Tomato — So am I.

Rococo — Let's dance a little dance for him to show that we are just as jolly as the Tempting Trolls.

All (in shocked tones) — Trolls!

(Nevertheless they dance a folk dance, Carrot, Beet and Tomato, daintily and Rococo in burlesque while he whistles. Milk and Christopher are amused. Rococo stops them before they are through and whistles a shrill call, just as if he would burst.

(Soap and Tooth Brush, hand in hand appear.)

Soap and Tooth Brush (together) — We are the Cleanliness Twins, we two.

Soap — Scrub, my brother scrub.

Both — Vanquishing violent germs we do.

Tooth Brush — Up and down, you rub.

Both — Bathe if you wish to be clean and bright.

Soap — Scrub, my brother, scrub.

Both — Brushing makes teeth always glisten white.



Tooth Brush — Up and down, you rub.

(Rococo pretends to brush his teeth up and down, forgets and goes across.)

All — No! No! (Remembers to do it correctly.)

Rococo — I know some one else — Egg. (He begins to crow like a rooster. A very tiny girl garbed as an Egg comes to the top of the Magic Basket and prepares to jump.)

All (all scream) — Don't! Don't! You'll break!

Rococo (lifts her down and leads her to Christopher) — Egg, you tell this boy how to be big.

Egg — (A very little girl, you remember, says these large words.)

Medium, soft or three minutes,  
Scrambled or omlette or raw,  
An egg with the nourishment in it,  
Makes boys grown up strong like papa.

Christopher (puts his arm about her.) — I like you. I like all of you. The things you tell me to do are so simple that I am ashamed to be a weakling.

(Tempting Trolls rush on the scene. All exclaim in alarmed voices) — The Trolls! The Trolls!

Trolls — Do you like us? (They tease him, pulling at him.)

Candy — Gumdrops, lollipops, chocolates and licorice, peppermint, taffy, and sweet rich creams!

Coffee — Black strong coffee choose me for your breakfast, I will dull your memory and drug it with my dreams.

Gum — Chew me! Chewing gum! I'm a vulgar fellow.

Banana — Eat me! Banana! See! I'm hard and yellow.

Cucumber — I dare you to try Mr. Cucumber Cu, I'll give you tummy ache —

Pickle — Pickles! Me too!

All — Christopher, you like us, don't you. We can give you pleasant delicate tastes. (They pull at him again. The Basket People stand around to protect him.)

Christopher — Rococo, help! help! I do like them. But I like your people, too.

Rococo — You must choose. The Tempting Trolls bring you delights soon forgotten. They cannot make you an athlete as the Basket People can. Choose.

Christopher — I choose you. I do want to be strong and have my friends proud of me. I choose Rococo and his friends from his Magic Basket.

Coffee — I don't care, I know a stupid boy, he likes coffee.

Candy — I don't care, I know a silly girl, let's spoil her complexion.

Cucumber — I don't care, I know a greedy lad; let's ruin his digestion. (They run noisily away.)

Milk — Dear Christopher, since you have chosen to be my lifetime friend, I have a gift for you and you shall have others like it every day in the year.

Carrot — And some of the vegetable family will come to you each day. We must tell spinach, Sister Beet. (As she speaks Milk steals away.)

Tooth Brush — Up and down, remember. Never across. This is for you. (Gives him a tooth brush. The vegetables have disappeared.)

Soap — Plenty of water is my motto. Scrub brother scrub. (Gives him a cake of soap.)

Rococo — (Does a couple of stunts while Tooth Brush and Soap vanish, then he bursts into noisy laughter.) Do you know what to do when you feel blue, instead of crying? Ha! Ha! Ha! (He laughs in such a clownish way that Christopher joins him.)

Christopher — Ha! Ha! Ha!

Rococo — That's the right answer. Laugh. Just laugh.

((The Magic Basket walks away, much to your surprise, just to show its magic, and Rococo disappears in a couple of cartwheels.

Christopher — Am I dreaming? How stupid of me. I ran away because the boys said I was too weak and puny to go to the games at High Town. I thought a jolly clown showed me the way to be strong like other boys. But no. It must have been real. How else could I have gotten this milk, and this egg and this carrot and these things. I must tell Rococo, the friend of the children, that I will do everything he wants me to.

Rococo (he calls for the clown) — Ro-co-co! Ro-co-co! (He too runs off stage carrying his health gifts, in search of the fairy clown.)

And that is all of the play.

### Lesson 5

Have children tell the story of the "Magic Basket".

### Lesson 6

Discuss food value in building up resistance to disease.

Have class consider school lunches with a minimum of one-half pint of milk made into cocoa or soup for each child.

#### Reference:

Andréss — "Health Education in the Rural Schools," Chap. XV, page 266.

### Lessons 7 and 8

Dramatize "The Magic Basket."

## CHAPTER VIII

### Lessons 1 and 2

Weigh and measure all children. Record weight.  
Send report home to parents. Discuss reasons for individual gains and loss.

Check Chore Folders.

### Lesson 3

Value of habits of health as related to long life.

#### *Teachers' Reference:*

Winslow — — "Healthy Living (Vol. II), Chap. XVIII, page 208.

O'Shea Kellogg — "Making the Most of Life," Chap. XIV, page 256.

Ritchie — "Primer of Hygiene," Chap. XXXI, page 160.

### Lesson 4

Malnutrition and its relation to immunity.

What do we mean by immunity?

There are two kinds of immunity.

Name them: 1. Natural  
2. Artificial.

Describe natural immunity.

Describe artificial immunity.

What effect does malnutrition have on immunity?

Give another name for immunity.

Vital Resistance

### Lesson 5

How can we control immunity in certain diseases: (administration of anti-toxic sera vaccines.)

Name the disease most familiarly controlled by anti-toxin and vaccine.

Diphtheria

Smallpox

What method is considered most valuable by all medical men?

The building of a healthy body.

Why?

#### *Teachers' Reference:*

Winslow — "Healthy Living" (Vol. II), Chap. XXV, page 289.

O'Shea Kellogg — "Making the Most of Life," Chap. VI, page

Terman — "The Hygiene of the School Child," Chap. VIII, page 98.

Andress — "Health Education in the Rural Schools," Chap. XV, page 266.

Ritchie — "Primer of Hygiene," Chap. XXXIV, page 176.

### Lesson 6

*Value of milk in building up vital resistance or immunity.*

*What substance do you find in milk?*

Protein .....	Strength
Carbohydrate.....	Heat and Energy
Fats .....	Heat and Energy
Mineral Matter .....	Bone and Teeth Building
Water.....	Cleansing
	Cooling
Vitamines.....	Builders — element for growth

Explain the function of each in its relation to immunity. (Avoid technical explanation.)

*Teachers' Reference:*

Framingham Health Demonstration, "Monograph No. 8," pages 33-34, Community Health Center, Framingham, Mass.

### Lesson 7

*Fresh Air and Rest — the relation to health.*

What can fresh air and rest do to build up the body defences.

Read playlet — "The New Child."

#### THE NEW CHILD\*

##### CAST OF CHARACTERS

Head Nurse of the Sanitarium.

Patients

Annie

Betsey

Cora

Frank

Ed

George

Mary

Mary's Mother

Katie, the New Child.

Scene: Empty platform except for a steamer chair in which lies Annie warmly wrapped, and bench on which are seated Betsey and Cora.

\* Courtesy National Tuberculosis Association. This is one of a series of fifteen Health Playlets published like this in leaflet form. Copies of this play are two cents each postpaid. A circular describing the series will be sent on request. By Hester D. Jenkins, Ph. D.



All of the children look rosy and well except Annie and Katie. May especially plump and well-colored. Mary's mother worn-looking. Costumes: Nurse in conventional costume. Mother in bonnet and shawl, the children in winter sweaters, coats, caps and mittens.

(Annie lying in the steamer chair. Betsey and Cora playing together on the bench.)

Betsey and Cora (together, with suitable gestures)

Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the—

Betsey — There, you've got the wrong hand.

Cora — Oh, dear! I always get mixed up.

Annie — How can you do that? It makes me so tired to move my arms fast.

Cora — You just wait until you've been in the sanitarium a little longer. I used to get tired that way too, when I first came.

Betsey — Start again; now —

Betsey and Cora:

Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the pot  
Nine days old.

Betsey — Hey, we've done it this time.

Cora — Yes, isn't it fun? Let's do it again.

Betsey and Cora:

Pease porridge hot,  
Pease porridge cold,

(Enter Ed. and Frank.)

Ed. — Say, what are you girls doing?

Frank — Don't play that silly game. Come and slide down hill with us. We've got a sled. That'll put it all over your girlie game.

Ed. — The hill's dandy, as slick as grease.

Cora (jumping up) — Oh! what fun!

Betsey — Can you steer? I hate to fall off.

Frank — Girls are such cowards! Of course we fellows'll take care of you.

Ed. — Who cares if we fall off, anyhow? Don't be a quitter.

Annie — Wisht I could go, too!

Cora — Never mind, honey, the cold weather'll last a long time and you'll soon be well enough to slide with us.

(Enter Nurse and the New Child.)

Nurse — Here ( children, this is Katie Smith, she's come to stay with us a while.

Katie (hangs back, holding Nurse's hand) — I don't want to.

Cora (runs up and takes her free hand) — Oh, Oh, come Katie, you'll like it here. It's a corking place. We have such good times.

Ed. — Yes, you can come coasting if you'll promise to hang on tight.

Katie — I'd sure fall off, and I get so tired.

Nurse — No, Katie can't slide with you today; she must rest some days before she will be strong enough for that. Frank and Ed., won't you please bring another steamer chair and we'll fix her up snug and warm beside Annie, and they both can take a good nap while you go sliding.

Katie (almost crying) — I don't want to sleep in the cold. It'll make me shiver. I want to go home where it is warm. I get drefful cold.

Annie — But it is warm here, really it is. Just soo how I am wrapped up. I feel like a hot tamale. I like it lots better than resting in a warm room. The sun makes you feel just fine.

(Frank and Ed. return with a chair which they set beside Annie's. Nurse puts Katie in the chair and tucks her in, using sleeping bag with hood, if obtainable, and also blanket.)

Frank (to the girls) — Gee, it's a great day. (Stamps his feet and waves his arms forward and back.) Bet you I can slide way 'cross the pool and up the little hill.

Ed. — Bet you can't.

Betsey — Oh, I'm crazy to try. Come along. Come along. (Seizes Cora by the hand and they rush off, the boys following.)

Cora (to Annie) — So long.

Nurse (giving Kate a final pat) — There now, doesn't that feel comfortable?

Katie — Yes, ma'am.

Frank' Voice (from outside) — Now watch me start.

Betsey's Voice — Ooo! watch out.

Cora's and Ed's Voices — Hurrah!

Nurse — Now, I'll leave you with Annie for an hour. You'd better try to take a nap. Then you can come in and get ready for supper. We have supper very early here, so all the boys and girls can go to bed early. Sick children need a great deal of sleep.

(Exit Nurse.)

(The two girls turn away from each other and close their eyes. Then Katie flops back and looks at Annie. When Annie, too, turns over, Katie shuts her eyes tight and Annie bursts out laughing. Katie sits up straight.)

Katie — Listen, Annie, you asleep?

Annie — No, hush, we ought to nap.

(Katie lies down again and the performance is repeated, making it

as amusing as possible with an occasional long sigh from Katie and a giggle from Annie.)

Katie (very softly) — Say (pause) Say Annie (pause) (then loudly Say, we don't sleep at night in those beds outdoors, do we?

Annie (sits up straight) — Well, I guess. It's such fun. The boys sleep on that porch and the girls on that (Points to right and left, then lies back.)

Katie (snuggling in her wraps, frightened) — But I'll catch cold. My mamma says I must keep warm. My father and my grandpa died of tuberculosis (proudly). Now I've got it. And I mustn't be cold.

Annie (pityingly) — Oh, you don't know. I didn't either when I came here. I thought cold rooms made you catch cold, but they don't. Why, before I came here I used to have colds all the time, but since I have been sleeping on that porch, I haven't had a single cold. No one catches cold here. Nothing doing.

Katie — It's funny.

Annie — No, it isn't, really. We catch cold in bad air, but not out of doors where there is snow and pine trees. Oh, it is so nice, you can't think! Sometimes I want to lie awake and see the stars, or when there is a big round moon looking at me so friendly, but I just can't keep awake. And the wind is fine blowing over my face, and once (sitting up straight) there was a big snow storm, and it blew and blew and snowed and snowed and some of the soft snow blew over my bed and blew into my face, and it didn't feel cold at all on my cheeks, but like little fuzzy feathers, tiny tiny, feathers, you know! Oh, it is wonderful to sleep on a porch.

Katie (doubtfully) — Maybe I'll like it. (Coughs.) (A burst of laughter heard from the children outside.)

(Enter Mary.)

Mary — Hello, there's a new kid.

Annie — Yes, it's Katie Smith; she's come here to get well.

Mary — Same here. I've just seen the doctor and he says I'm well enough to go home.

Katie — How long did it take you to get well?

Mary — I have been in this sanitarium for six months. I hate to go now, the winter is so nice here. My, but I am crazy over the coasting.

Annie — I hope I'll soon be strong enough to coast.

(Enter Nurse and Mary's mother, Mary is standing with her back to them.)

Nurse — Here, Mary, your mother has come for you.

Mary (turns and runs to her mother's arms) — Mother!

Mother — Oh, Mary darling, how I've been longing for you. I rushed as fast as ever I could to get here.

Mary — Oh, Mother!

Mother (holding Mary at arm's length) — Are you really well now?

Mary — Don't I look well? Just cast your eagle eye on me.

Mother — You do, indeed. Just look at your red cheeks. And you're fat, my, I never saw you look so fat; and you feel strong?

Nurse — Yes, she is really very well, Mrs. Peters; but you must see that she lives sensibly at home or she might get sick again.

Katie (wailing) — I wish *my* mamma would come for *me*.

Mother (turns to Katie) — Why, your poor child. I wish I could take you home with me, but I guess you're better off here.

Nurse — Indeed she is, we want Katie to look as rosy and plump as your Mary before we let her go home.

Katie — Shall I ever look like that?

Annie — I'm going to weigh, oh lots. You ought to see me eat.

Nurse — Mrs. Peters, you'll keep on giving Mary milk to drink, and as many eggs to eat as you can, won't you? And don't let her drink tea or coffee.

Mrs. Peters — Indeed, I'll be careful. Oh, Mary, do you remember little Joe that lived above us, and that wouldn't come to this sanitarium with you? (Wiping her eyes.) They buried the poor kiddie yesterday, and I said to myself, "What if it had been Mary?" And I shivered to think of what might have happened if the district nurse had not made me send you here. (Grasping her arms.) And to see you looking so fine just breaks my heart for Joe's mother.

Mary — Oh, poor little Joe!

(Re-enter Betsey, Cora, Ed and Frank.)

Betsey — Gee, it was grand!

Cora — But I scraped my arm; it hurts awful.

Frank — Pooh, that's nothing. I'm all covered with black and blue spots but I got there.

Ed — Didn't he just? I lost my bet.

Nurse — You must say good-bye to Mary. She's going home with her Mother.

Frank — Ho, I'd rather stay here. It's lots more fun than where I live. Me for the sanitarium.

Betsey — And I feel lots better here than I did at home. But I'll miss Mary. (Goes to her and takes her in her arms.)

Ed (philosophically) — One kid goes and another comes. Say, wouldn't it be jolly if we had snow in summer?

(Enter George.)

George — Auto's come for Mary.

Nurse — Now, Mary, say good-bye to the others and come away.

Cora — First she must sing our club song once more.

Betsey (clapping her hands) — Oh, yes.

(Betsey, Cora, Frank, Ed, George and Nurse and Mary form a circle around Mary's mother, and all sing:)



The first day girl is white and thin  
 Ho for the great Outdoors!  
 She hates the sun and rushes in  
 Ho for the great Outdoors!  
 The second day she likes the snow  
 Ho for the great Outdoors!  
 Into the house she'll hardly go  
 Ho for the great Outdoors!  
 She seems to love both wind and sun  
 She'll eat and work and sing and run  
 Till when the happy day is done  
 She'll sleep in the great Outdoors.

Mary (shakes hands with each and kisses the cheek of Betsey) — Good-bye, kids, I hope you'll get well soon.

Mother — Good-bye, children, I'm glad to see you so happy here. (Bends over Katie.) And you, I wish you may grow strong and well and stout like my Mary, bless her! (Seizes Mary's arm and goes off. At door Mary and her mother wave, and then then run off. Boys and girls go out by the other exit leaving Annie and Katie alone on the stage.)

George (re-entering) — Mary gone?

Annie — Yes, just now. (Exit George.) (To Katie.) Say, Katie, don't you feel better about staying here?

Katie — Yes, I guess so, it seems real nice and I'm getting hungry already. When did you say supper was?

Annie — Pretty soon, but we must take our nap now. Let's see who'll get to sleep first. Bet you I will. (Snuggles into her pillows.)

Katie (giggles) — Say, Katie, what're you dreaming about?

Katie (with another snore) — Supper.

[CURTAIN]

#### *Teachers Reference:*

O'Shea-Kellogg "Health Habits", Chap. IX, page 74; Chap. X, page 82; Chap. XI, page 93.

Winslow "Healthy Living" (Vol. II), Chap. XI, page 129.

Overton "Personal Hygiene", Chap. XX, page 159.

### **Lesson 8**

Silent Reading — Permit children to tell story of "The New Child"

## **CHAPTER IX**

### **Lessons 1 and 2**

Weigh all children. Record weight.

Send report to parents.

Discuss reasons for individual loss or gains.

Check chore folders.

**Lessons 3 and 4**

Dramatize playlet, "The New Child".

**Lesson 5**

*Exercise* its relation to health.

*Teachers' Reference:*

Andress "Health Education in the Rural Schools", Chap. XI, page 197.

Winslow "Healthy Living" (Vol. II), Chap. XXXII, page 366.

O'Shea-Kellogg "Making the Most of Life", Chap. IV, page 63.

Overton "Personal Hygiene", Chap. XXIV, page 199.

Ritchie "Primer of Hygiene", Chap. XVIII, page 86; Chap. XXVII, page 131.

**Lesson 6**

Review Chapters I, II, III, IV.

**Lesson 7**

Review Chapters V, VI, VII, VIII, IX.

**Lesson 8**

Examination: Credit should be based on inspection and highest record of good health during the past year — plus theoretical knowledge.

Stress results rather than memory.

## GRADE VI

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### HYGIENE OUTLINE

*Aim:*

Correlation of good mental with good physical habits.

"Education cannot be lasting or profitable, if physical or mental health is impaired." Page 266, Freeland "Modern Elementary School Practice".

In this grade Modern Health Crusade chore folders should be *Kept at home* and brought to school once a month to be checked with the morning inspection blanks.

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- VI. Red Cross First Aid — Fractures.
- VII. Red Cross First Aid — Hemorrhage, unconsciousness.
- VIII. Red Cross First Aid — Poisoning, Miscellaneous emergencies.
- IX. Red Cross First Aid — Review.

Examination of certificates.

Organization of "Round Table".

#### MY CREED

I believe in the Joy of Helpfulness and Industry, in the blessedness of Generosity, and in the satisfaction that comes from a delicate sense of Honor, I believe in the truth of our friends, which is Sincerity, in the inspiration and support of Courage, in the sacredness of Health, and in the privilege of Opportunity. I believe in reducing the friction of daily life by the magic of Orderliness and in Love which is the greatest thing in the world.

#### BIBLIOGRAPHY

It is suggested that the children be required to read during the school year:

1. Lang, Andrew — "Tales of the Round Table" — Charles Scribner & Sons, New York City.
2. Lanier, Sidney — "The Boy's King Arthur" — Charles Scribner & Sons, New York City.
3. Scott, Sir Walter — "Ivanhoe", "The Talisman" — Ginn & Company, New York City.

#### SUPPLIES FROM OHIO PUBLIC HEALTH ASSN.

Crusade material should be ordered by the teacher immediately after the opening of school. Send for price list.

#### *Article*

Child's Year Book of Chore Records —

Standard Chore Record, per thousand.

Squire button, per thousand.

Knight button, per thousand.

Knight Banneret pin, per 100.

Roll of Health Knighthood chart (1 for each class) (or for 40 pupils), per hundred.

Round Table Report (2 for each school), per hundred.

Prompter and hygienic inspection blank, per thousand.

Standing posture chart (19 x 27), (2 for each school), per hundred — (American Posture League, 17c for quantities less than 10).

Health Guide Chart (22 x 28), (2 for each school), per hundred.

Class room weight record chart, per hundred.

Modern Health Crusade panels. (National Child Welfare Assn., 70 Fifth Avenue, New York City), per set, 12 panels — white—negro,

Knight Banneret Banner, each.

M. H. C. pennant, wool mixed (12 x 24), each,

M. H. C. pennant, wool (15 x 36), each,



## CHAPTER I

### Lessons 1 and 2

Weigh and measure all children. Record weight.

Send report home to parents.

Give out Chore Folders.

During this month plan to read to the children selected parts of George Gray's "The Children's Crusade." Houghton Mifflin Co., Boston, Mass.

Usually available at the local library; or at the State Traveling Library, 199 East Gay Street, Columbus, Ohio.

### Lesson 3

#### A SCHOOL PROGRAM

In 1917 a circular, "Record of Health Chores" made its first appearance. The chores are hygienic duties through the performance of which children become "Modern Health Crusaders." Since then more than 7,000,000 American children have become pages, squires, and knights in health chivalry, and the Modern Health Crusade has been adopted by thousands of schools as a system of instruction.

It is the desire of the National Tuberculosis Association to present the Crusade as a practical system of teaching health truths, and to create active interest in public as well as personal health.

#### HOW TO START

Tell briefly the story of "The Children's Crusade," George Gray, Houghton Mifflin Co., Boston, and plan to read extracts to the children during the school year.

General discussion of knightly qualities —

Bravery	Courtesy
Courage	Honesty
Cleanliness (body and mind)	Sincerity.

and *health* which means strength and achievement. Give out child's year book of choice records.

Discuss chores in relation to above qualities.

1. I washed my hands before each meal today.
2. I washed not only my face but my ears and neck and I cleaned my finger-nails today.
3. I kept fingers, pencils and everything likely to be unclean or injurious out of my mouth and nose today.
4. I brushed my teeth thoroughly last night and this morning.
5. I took ten or more slow, deep breaths of fresh air today. I was careful to protect others if I spit, coughed or sneezed.

6. I played out doors or with open windows more than thirty minutes today.

7. I was in bed ten hours or more last night and kept my windows open.

8. I drank four glasses of water, including a drink before each meal, and drank no tea, coffee, nor other injurious drinks today.

9. I tried to eat only wholesome food and to seat slowly. I went to toilet at my regular time.

10. I tried heard today to sit up and stand up straight; to keep neat, cheerful and clean-minded; and to be helpful to others.

11. I took a full bath on each of the days of the week that are checked.

Explain building health for achievement of an ideal	$\left\{ \begin{array}{l} \text{success} \\ \text{wealth} \\ \text{happiness} \end{array} \right.$
Have chore books put into pupils desks until next lesson.	

#### Lesson 4

Explain *checking the chore folders*.

The child must check *as accomplished* at least 54 chores a week for a period of two consecutive weeks before he or she can become a Modern Health Crusader. This record must be signed by the child and parent and approved by the teacher, or inspectors as checked by actual morning inspection. *In this grade chore books should be brought to school to be checked once a month with the school morning inspection record.*

Discuss the children's own health habits.

Have the children take chore folders home and explain that they are to return them in one month.

#### Lesson 5

Explain Room Organization

##### ROOM ORGANIZATION

*Room organization —*

Health officer — 1

Board of Health — 4

(Elected by pupils)

*Terms of office —*

Health officer — 4 weeks

Board of Health — 6 weeks

*Health officer*

- (a) Makes first temperature record immediately after opening school (morning and afternoons) reports to teacher and afterwards arranges windows.



- (d) The Health Officer calls chore by number — child who has omitted chore holds up his hand. The chore number is then quickly entered by inspector in column for "chores omitted". Printed hygiene inspection blanks can be obtained from the Ohio Public Health Association, 83 S. 4th St., Columbus, Ohio. Price \$4.25 per thousand.

Key — C — Clean

D — Dirty

P — Poor

E — Excellent

O — Without.

- (e) The book should then be returned to the Crusade Master.
- (f) Special emphasis should be laid on the fact that the child will be judged only by things for which he personally can be held responsible.
- (g) If it is possible to have the lesson period on Hygiene immediately following morning inspection, better results in linking practice with theory will result.
- (h) Room elections of Health Officers and comparison of chore books with morning inspection blanks should be held directly preceding monthly mass meeting. The report on health activities for preceding month should be given at this meeting by the retiring health officer.

#### HYGIENIC INSPECTION

The number of schools practicing hygienic inspection has multiplied exceedingly rapidly. It is invaluable for the timely detection of disease that might spread through the school. The teacher can make the inspection on a number of points, while merely standing in front of the class. For the other points the teacher or inspectors chosen from the pupils pass down the rows, scrutinizing each pupil. See Chapt. I, Div. H, "Symptoms of Illness in Children" —

The pupil's performance of chores 1, 2, 3, 4, 5, 6, 8 and 10 — the accuracy of his answers to the questions on those chores — may be tested in whole or in part by the inspection or the teacher's observation at other times in school hours. Regarding chore 5, the possession of a handkerchief may be required as necessary preparation for protecting others, and the taking of ten deep breaths should be included in "two-minute setting-up exercises" in school. Play at recess is contributory evidence for a pupil's statement that he had the 30 minutes' play required by chore 6. Children should be drilled to drink at recess one of the glasses of water required by chore 8. Drowsiness may be considered evidence against any pupil holding up his hand to the question regarding ten hours in bed (chore 7). Bitten nails should be cited by the teacher as showing violation of chore 3.



Inspection on keeping neat (chore 10) includes cleanliness and orderliness of clothing and shoes. Coats, sweaters and rubbers are to be left where directed. Hair is to be combed and brushed. The shampoo must not be unknown. Pediculosis (nits) (removed by simple home treatment) should not be tolerated.

The class is called to attention. Sleeves are thrust up and hands placed on the desk, palms down. Hands and arms are inspected for dirtiness and rash; nails for lack of cleaning and for biting. Nails should be cut and kept fairly short.

Teeth are displayed by drawing the lips well apart. Emphasis should be placed on cleanliness of teeth. Face, ears and neck are observed as the teacher passes from child to child, up and down the aisles. The child draws his collar slightly away from the neck and turns his head first to one side and then to the other. For inspection of neatness of shoes, the pupils should turn in their seats, placing their feet on the floor in the aisle which receives the best light. The teacher or inspector observes the shoes from the head of each aisle. At least once a term the teacher should note the shoes that are incorrectly shaped and should explain the importance of preserving the natural shape and position of the foot. (See Foot and Shoe Charts, Woman's Press, 610 Lexington Ave., New York City. Set of 10, Price 25c.)

Failure to do a chore, detected by inspection, should be marked on the prompter and inspection blank by the number of the chore, in like manner as when the questions are asked. (See Room Organization Outline.)

Room Temperature record should be handed to the teacher each day but should be kept by Health Officer until monthly meeting and discussed by Board of Health.

If a sanitary inspector reports to the teacher any unhealthful conditions found about the school, such as insanitary outhouses or lavatories, bad air, untidy halls, etc., the teacher may ask him to report to the class and have remedial measures discussed. Report blanks for thermometer inspectors are provided by some school systems. Pupils can be made to feel it an honor to serve as inspectors of either kind.

A publicity committee should prepare material for newspaper. These duties should be assigned to the Board of Health.

Keep a bulletin board for news items on health.

## **Lessons 6 and 7**

Explain:

### **ADVANCED PROGRAM**

#### **THE ROUND TABLE OF THE MODERN HEALTH CRUSADE**

The highest distinction that may be won by a Modern Health Crusader is membership in the National Order of the Round Table. As in the days of King Arthur, a seat at the Table Round is a sign of superiority, an honor achieved by only the best and most valiant knights. But

in true democracy all who prove their prowess find seats, for the Round Table of Health Chivalry, like that chronicled by Layamon, has the gift of expansion, and the modern Order knows no "nobility" except the nobility of health, physical and moral.

Through the re-creation of the Round Table, a subject that has captured the interest of poets and romancers and children innumerable for centuries past, the Modern Health Crusade extends its unique interest for children from the practice of the health chores to the study of hygiene and the acquisition of physical and athletic fitness in various ways. It entails no organization obligations: the examinations for a right to a seat are already employed in physical education work in hundreds of schools.

A certificate of membership in the Order is awarded by the National Tuberculosis Association, national directors of the Modern Health Crusade. It is issued to each qualifying Crusader by the directors for his or her state. Corresponding to the forty-eight states, the District of Columbia and the other national territorial divisions, the Round Table is divided into Sectors, the relative size of each sector depending on the number of members who qualify from that territory. The certificates of membership applies however, to the entire Round Table, not merely to a Sector. Every Knight of the Round Table is likewise entitled to wear the beautiful badge of the Order. Gold plated and hard enameled in 3 colors. Price 25 cents.

The membership of each Knight of the Round Table is for approximately three years, terminating December 31st in the third school year following the school year in which he or she was admitted.

#### QUALIFICATIONS FOR SEATS

Admission to the Order of the Round Table is limited to Modern Health Crusaders with rank of Knight Banneret. Each such Crusader may obtain a seat at the Round Table by earning 100 points or credits out of a possible 210, through meeting the following qualifications. The candidate who earns 100 points through some of the qualifications need not meet the others, but will be greatly benefited by striving for points under all six qualifications.

1. Obtaining a school mark of 85% or more in the course in hygiene prescribed by the State Department of Public Instruction. *20 to 30 points.*
2. Passing the athletic tests described. *25 to 35 points.*
3. Having a weight approximating or reaching the normal for height and age. *10 to 35 points.*
4. Passing the tests described for correct posture. *20 to 35 points.*
5. Passing physical examinations as described. *5 to 45 points.*
6. Passing the examination required for the Certificate of First Aid issued by the American Red Cross. *30 points*

More advanced that a Knight Banneret (chores 15 weeks), a Knight, Advanced Order (chores 20 weeks), may obtain a seat by earning 95 points; and a Knight Banneret, Advanced Order (chores 30 weeks), may obtain a seat by earning 85 points. Teachers and other grown persons who become Knights Banneret through the senior chores may obtain seats by earning points as enumerated above.

#### TESTS

The tests of qualification for the Round Table may be conducted during the weeks of chores required for Crusade rank; *the candidate need not become knight banneret first*. All tests and examinations required under the six qualifications must be conducted during the school or calendar year for which the candidate is enrolled as a Modern Health Crusader. *Tests should be made as early as possible in the school year* so that in case of failure the pupil may have as long as possible after learning his defects to remove them and make a second trial.

The smallest number of points specified above for each test is the minimum number that may be credited. No points are credited for partial success in tests insufficient for the minimum number of points.

In schools with a physician, nurse or physical training teacher, some or all of the tests should be made by them. In their absence, the tests for enough qualifications for the Round Table may be conducted by the teacher alone, in a school with a hygiene course.

#### EXPLANATION OF QUALIFICATIONS AS NUMBERED

1. Physical Examination.
2. Correct Weight.

One of the qualifications desired in a candidate for the Round Table is a weight that indicates physical fitness. Malnutrition, exceedingly common among school children, constitutes a serious menace to health. Excessive overweight is likewise conducive to disease.

3. Correct Posture.
4. Athletic Tests.
5. Knowledge of First Aid.
6. Hygiene Course.

The course in hygiene must require at least 30 minutes of class instruction twice a week for 30 weeks in one school year. The course must be based on up-to-date textbooks in hygiene with the emphasis placed on *hygienic practice* and *habit* and not on physiological description. The number of points earned by a candidate for the Round Table is determined by his marks thus:

For a mark of 95 or more (basis 100).....	30
For a mark of 90 but not 95.....	25
For a mark of 85 but not 90.....	20
For a mark of less than 85.....	0



### Lesson 8

*Organization of Health Crusade Club as preliminary to Knighthood of the Round Table.*

#### CONSTITUTION AND BY-LAWS

The following constitution and by-laws are standard. Changes to meet special local needs are permissible, provided the instrument conforms to the requirements for enrollment and advancement in the Modern Health Crusade. This model may be used for league as well as club with only the changes obviously required, as in the titles of officers named under "Leagues".

#### CONSTITUTION

##### *Article I — Name*

The name of this club of Modern Health Crusaders shall be .....  
.....

##### *Article II — Objects*

The objects of the club shall be the formation of good health habits by the members; the spread of knowledge concerning the prevention of disease; participation in athletics; co-operation with teachers, principal, school nurse and janitor in the interest of health; and the improvement of sanitary conditions in school, homes, yards and streets. It shall be the aim of each member to stand for clean thought, clean speech, clean sports, and for loyalty to the club, school and community. All this with the object of becoming a Knight of the Round Table.

##### *Article III — Government*

The general plans and program of the club shall be determined by its members and under the advice of the Crusade master. The Crusade master is the teacher or adult appointed. The execution of the program shall be under the direction of the Board of Directors, with whom shall rest the executive management of the club. Should there be more than one club in this city (town), the directors of this club with the directors of each other club shall be a central committee of directors with power to co-ordinate the activities of the several clubs. The members of this committee shall elect a chairman from their number. The several clubs shall constitute a league.

##### *Article IV — Amendment*

The constitution and by-laws may be amended at any meeting of the club upon two-thirds vote, provided that notice of such proposed amendment shall have been given to each member at least ten days before the meeting.



## BY-LAWS

*Number 1 — Membership*

The members of the club shall be pupils of this school (class) who have met the requirements for enrollment as Modern Health Crusaders. Membership in this club is for the term covered by the member's certificate of enrollment as a Modern Health Crusader.

All Modern Health Crusaders, members of this club, shall have equal votes in meetings of the club, regardless of their rank. The quorum required for transaction of business at a meeting of the club is five members. The total membership must be at least seven.

The club may elect such adult honorary members as it chooses, for services or on payment of dues of not less than \$. . . . . Honorary members may participate in the discussions of the club but shall have no vote.

*Number 2 — Officers*

The officers of the club elected from the members shall be Captain (President), Lieutenant (vice-president) and Herald (secretary). To retain office each of these officers must do 75 per cent of the health chores per week during at least three-fourth of the weeks of his term.

The term of office for Captatin, Lieutenant and Herald shall be three months (or a school term).

Health inspectors and similar officers may be appointed by the Crusade master or elected from the members for specified periods of time.

*Number 3 — Directors*

The elected officers of the club and the Crusade Master shall be the Board of Directors, and the Board of Directors shall act as the executive committee of the club.

*Number 4 — Meetings*

The club shall hold meetings monthly between the first and the tenth days. Additional meetings may be held. Members failing to attend at least . . . . . meetings within each four months of their membership shall be subject to expulsion and forfeiture of titles and badges.

The election of officers shall occur at meetings at intervals of three months. In event of a vacancy the Board of Directors may call a special meeting to elect a successor for the unfilled term of office. . . . .

*Procedure for Meetings*

The following form of parliamentary procedure may be used: Call to order; roll call; signing of constitution by new members; reading minutes of last meeting; reports of committees; new business; adjournment. Crusaders shall be called on to vote frequently and made to feel important. Reports of committees should be acted on in a business-like way.

## CHAPTER II

### Lessons 1 and 2

Weigh all children.

Record weight — Send report home to parents.

Regular meeting of Health Crusade Club.

During the month plan to read Andrew Lang's "Tales of the Round Table," Chas. Scribner & Sons, New York City. Usually available at the local library, or at the State Traveling Library, 199 East Gay Street, Columbus, Ohio.

### Lesson 3

Plan program for award of Squire Certificates.

Check up chore folders.

### Lesson 4

Awarding certificates of enrollment with the title of Squire in Health Knighthood. This should be a very impressive ceremony with parents and guests invited. To secure the best results children must be impressed with the importance of the quest for health.

### Lesson 5

#### EXPLAIN — PHYSICAL EXAMINATION

#### *Round Table Requirement*

Points are credited to the candidate for traits of physical fitness, disclosed by examination, as enumerated below. In qualifying for the Round Table, every pupil should be thoroughly examined by a school physician once and preferably twice during the school year. A dentist also should examine him once a year and preferably every six months. If a school does not have the services of a physician, a school nurse or any trained nurse can, for the purpose of the Round Table, give the pupil the examination specified below, except as to his heart, lungs and teeth. Following the instructions in textbooks on hygiene and physiology and by use of the Snellen test card, the teacher unassisted can test the pupil's hearing, sight and shoeing.

Unless the candidate fully earns the number of points specified for one of the following tests, in compliance with all conditions, he is credited with *no points on that test*.

*Teeth, 10 Points.* If the candidate's teeth are sound, not requiring a dentist's services, he is credited 10 points. He must present a written statement from a dentist, or the dentist must report directly to the teacher, that his teeth have been examined and either that they do not need filling, extraction or operation, or that such treatment has been completely administered.

*Nose and Throat, 10 Points.* If the candidate habitually breathes through his nose with his mouth shut and his nose and throat do not need a physician's services, he is credited 10 points. The teacher must receive a written or oral report from a licensed physician or registered nurse, stating that he has examined the pupil's throat and either that there is no condition of adenoids or tonsils making operation or treatment by physician or surgeon advisable, or that such condition has been corrected. If a physician is not available, the opinion of a registered nurse who has made an examination may be accepted.

*Eyes, 5 Points.* Every school child's eyes should be tested for nearsightedness, farsightedness and astigmatism, and examined for infectious diseases. When examination shows that a candidate's eyes are free from disease and from defects making the wearing of glasses advisable, or that the faults in vision are corrected by glasses or other remedy prescribed by an oculist, he may be credited 5 points. If the teacher gives examination she must comply with full instructions furnished by her state board of education or health or by the National Committee on the Prevention of Blindness, 130 East 22nd Street, New York. The latter organization will send instructions free to any teacher applying.

*Ears, 5 Points.* When a competent examiner finds that a pupil's hearing in each ear is normal or within 10 per cent of normal, the candidate may be credited 5 points. The examination must be conducted by a physician or in compliance with full instructions issued by a state board of health or education. Such instructions are contained in Health Bulletin No. 2, "The Eyes and Ears of School Children", published by the New York State Department of Education, Albany.

*Heart, 5 Points.* When a physician reports after a stethoscopic examination that a candidate's heart is in sound condition and that the candidate need exercise no more care in participating in athletics than the average pupil of his age, he is credited 5 points.

*Lungs, 5 Points.* When a physician reports after a stethoscopic examination on the bare chest and back that a candidate's lungs are in perfectly sound condition, he is credited 5 points.

*Feet, 5 Points.* If a candidate wears shoes fully permitting correct position and shape for his feet, he may be credited 5 points. Shoes which bend the big toe toward the others or the



Correctly Shaped Shoe

others toward the big toe force incorrect shape. The shoe, like the foot, should have a "straight inner edge" (except for the instep curve). Only



shoes with low heels permit correct position, and no shoes with heels more than one and one-half inches high can be passed in examination for the Round Table. The teacher should urge the use of much lower heels. Children candidates that come to school barefoot part of the time must wear their shoes for this examination. If the teacher observes that a pupil who passed this test subsequently purchases shoes that are incorrect in the respects indicated in this paragraph, during the period of his candidacy for the Round Table, his credit should not be allowed.

### Lesson 6

#### EXPLAIN CORRECT WEIGHT—ROUND TABLE REQUIREMENT

In determining points for the Round Table normal weight or a weight less than  $\frac{1}{12}$  below or  $\frac{1}{8}$  above normal is credited with 35 points. Weights showing greater variation from normal are credited in accordance with Table D below. The teacher or assistant weighing the pupil records his weight and the difference, if any, between it and normal weight, and by division determines the fraction that this difference is of the normal. The fraction determines in what class in Table D the pupil belongs and the number of points to his credit.

TABLE D

<i>Class</i>	<i>Amount below Normal weight</i>	<i>Points</i>	<i>Class</i>	<i>Amount above Normal weight</i>	<i>Points</i>
A	Less than $\frac{1}{12}$ .....	35	E	Less than $\frac{1}{8}$ .....	35
B	$\frac{1}{12}$ but less than $\frac{1}{6}$ .....	25	F	$\frac{1}{8}$ but less than $\frac{1}{5}$ .....	20
C	$\frac{1}{6}$ but less than $\frac{1}{4}$ .....	10	G	$\frac{1}{5}$ but less than $\frac{1}{4}$ .....	10
D	$\frac{1}{4}$ or more.....	0	H	$\frac{1}{4}$ or more.....	0

Here is an example, Jane Smith weighs 53 pounds in April and is 52 inches tall. On her last birthday in September, she was nine years old. April is 7 months after September and five months before September. Hence her age next September, her nearest birthday, is considered, ten years. Looking down the column for ten years until the figure in line with the height, 52 inches, in the first column is reached, her normal weight is found to be 65. Finding the difference between 65 and 53, we have 12 pounds underweight. By dividing 12 in 65, we find that 12 is less than  $\frac{1}{4}$  but more than  $\frac{1}{6}$  of 65. This means that Jane comes in Class C in Table D and can be credited with only 10 points.

The best weight (i. e., nearest to normal) shown at any weighing during the school year through the Crusader is enrolled, except during the first two months, may be considered for the Round Table. The national slogan, 'A scale in every school,' should be made effective. Where weighing must be done out of school the teacher may secure the assistance of the most responsible pupils in weighing the others on a merchant's scales.



Inasmuch as some underweight children are so circumstanced or constituted that they cannot reach normal weight within a school year, the following supplementary method of earning credits for the Order of the Round Table has been adopted. The underweight boy or girl who makes an average monthly gain equal to the amount shown for his age in Table E below for a period of six consecutive months, in each of which he is weighed, may be credited with 25 points, although his best weight may give him many less points under Table D. The pupil may be given credits under either of the two methods, according to Table D or Table E, but not under both methods.

TABLE E

Prepared by Dr. L. Emmet Holt.

Approximate Monthly Gain in Weight

Boys		GIRLS	
Age	Gain	Age	Gain
5 to 8 years.....	6 ounces	8 to 8 years.....	6 ounces
8 to 12 years.....	8 ounces	8 to 11 years.....	8 ounces
13 to 16 years.....	16 ounces	11 to 14 years.....	12 ounces
16 to 18 years.....	8 ounces	14 to 16 years.....	8 ounces
		16 to 18 years.....	4 ounces

The seriously malnourished child should not take as much exercise as the normal. Athletics should not be attempted until weight is built up. Lunches of milk or other plain nourishing food should be given, both mid-morning and mid-afternoon. They should be followed by rest flat on the back for 45 to 60 minutes in the morning and 25 minutes in the afternoon. Instructions will be furnished to teachers applying to the Elizabeth McCormick Memorial Fund, 6 North Michigan Avenue, Chicago.

### Lesson 7

#### EXPLAIN CORRECT POSTURE — ROUND TABLE REQUIREMENT

The tests required for the fourth qualification for membership in the order of the Round Table, are those standardized by the American Posture League and required for the award of its badges. Posture is judged according to a vertical line test, as illustrated on the League's wall charts, which posture is to be held during the triple test for endurance in posture.

The triple test consists of judging the posture in (1) standing, (2) marching for at least three minutes, (3) corrective exercises, including stretching the arms forward and upward. A candidate must hold good posture throughout all three parts of this test taken in rapid succession, to be considered as passing the triple test.

A candidate who passes the triple test once a month for three consecutive months earns 20 points for admission to the Round Table and

is eligible for the gift pin of the American Posture League. A candidate who (1) passes the triple test once a month for six consecutive months and has a rating of "A" for habitual good posture, or (2) having previously earned the 20 points, passes the triple test for four additional consecutive months and has a rating of "A" for habitual good posture earns 35 points and is eligible for the silver pin. The A. P. L. pins make badges for the holder to be proud of. To secure the pins a list of the candidates who have passed the test must be sent to the American Posture League, 1 Madison Ave., New York, with the following certification, accompanied by remittance. Gilt pins are 20 cents and silver pins 25 cents each.



"The above named candidates have successfully passed the test prescribed for the (gilt) (silver) Good Posture Pin of the American Posture League. I hereby apply for pins for them and will be responsible for these pins being given only to the individuals named herein."

(Signed).....Instructor

.....Principal

Date.....

It is legitimate to ask the pupils winning to pay for these posture pins or the athletic test badges, if the Crusade league in their town or other organization lacks funds to donate them.

The wall charts of the American Posture League are desirable for every school room. They are published with pictures either of a boy, or of a girl, and are 15c each. Apply to the American Posture League, No. 1 Madison Avenue, New York City, or the Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio, for charts.

### Lesson 8

#### EXPLAIN SCHOOL ATHLETIC LEAGUES — ROUND TABLE REQUIREMENT

Modern Health Crusade leagues should promote athletics and in communities where school athletic leagues are lacking the Health Crusade leagues should be athletic leagues. The Crusade system is in accord with the modern ideal of developing athletics for all the pupils and not merely for the few able to win places on school teams. As an athletic league, a Crusade league requires a pupil to be a Crusader, as well as to have the required stand in studies in order to make the basketball or other team, thus impressing the need of fidelity to personal hygiene. The National Association will, on request, send information and rules for a school athletic league on this plan.

Competition is suggested between sixth grades in other schools.

It may be desirable to have the 7th and 8th grades qualify.

## ATHLETIC TESTS

These tests are the Athletic Badge Tests standardized by the Playground and Recreation Association of America (1 Madison Ave., New York City).

*For Boys.*

First test:	Pull up (chinning).....	4 times	25 points
	Standing broad jump.....	5 ft. 9 in.	
Second test:	60-yard dash.....	8-3/5 seconds	30 points
	Pull up (chinning).....	6 times	
	Standing broad jump.....	6 ft. 6 in.	
	60-yard dash.....	8 seconds	
Third test:	Or 100-yard dash.....	14 seconds	35 points
	Pull up (chinning).....	9 times	
	Running high jump.....	4 ft. 4 in.	
	220-yard run.....	28 seconds	

*For Girls.*

First test:	All-up Indian club race.....	30 seconds	25 points
	Or potato race.....	42 seconds	
	Basket-ball goal throwing.....	2 goals, 6 trials	
Second test:	Balancing.....	24 ft., 2 trials	30 points
	All-up Indian club race.....	28 seconds	
	Or potato race.....	39 seconds	
	Basket-ball goal throwing.....	3 goals, 6 trials	
	Balancing (bean bag or book on head).....	24 ft., 2 trials	
Third test:	Running and catching.....	20 seconds	35 points
	Throwing for distance, basket-ball.....	42 ft.	
	Or volley-ball.....	44 ft.	
	Volley-ball serving.....	3 in 5 trials	

There are no weight nor age limits in these tests. It is necessary to qualify at one time in all three events in any one test in order to win the points for the Round Table or the badges of the Playground and Recreation Association. The points won in only one of the three above specified tests can be counted for the Round Table: 35 is the maximum number. The badges, in bronze, make beautiful prizes for boys and girls passing the tests. They are made in three classes, corresponding to the three tests, as illustrated on this page. For rules and instructions secure the booklets,—

## “ATHLETIC BADGE TEST”

for boys and for girls, respectively, sent postpaid for 5 cents each by the Playground and Recreation Association of America, 1 Madison Ave., New York City, or the Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio.



### CHAPTER III

#### Lessons 1 and 2

Weigh all children.

Record weight. Send report home to parents.

During this month plan to read, Sidney Lainer's "Boy's King Arthur", Charles Scribner & Sons, New York City, usually available at the local library or at the State Traveling Library, 199 East Gay Street, Columbus, Ohio.

Regular meeting of the Health Crusade Club.

Check chore folders.

#### Lesson 3

Plan groups and practice time for athletic tests.

#### Lesson 4

##### *Explain — Knowledge of First Aid — Round Table Requirement*

The candidate for the Round Table who presents this qualification must have pursued a course of study in first aid under a teacher and have passed the examination entitling the pupil to the Certificate of First Aid issued for schools by the American Red Cross. When he has passed the examination he is credited 30 points. The plan of the course, in entire harmony with the Modern Health Crusade, is to teach the pupil to do by doing. Check on first aid training given to pupils who are Boy Scouts. Schools which are not conducting such a course may readily secure the Red Cross circular, "First Aid Instruction in Schools," and the textbook for the teacher. Application should be made to American Red Cross, Lake Division, Plymouth Building, Cleveland, Ohio.

Arrangement should be made at this point with a local physician or physicians to give the following course in First Aid. (See Chapter IV.)

#### BIBLIOGRAPHY

For teachers who teach in schools where it is impossible to secure a teacher of First Aid, the following references are given:

O'Shea Kellogg — "Health and Cleanliness". Chapter XVIII. Page 270.

Overton — "General Hygiene". Chapter X. Page 106. Chapter XII. Page 130.

Winslow — "Healthy Living", Vol. 2. Chapter XXX. Page 342. Chapter XXXI. Page 356. "Healthy Living", Vol. 1. Chapter XV. Page 177.

Gulick — "Emergencies". Entire Volume.

Ritchie — "Primer of Hygiene". Chapter XXVI. Page 127.

Metropolitan Life Insurance Co. — "First Aid in the Home". Free. No. 1 Madison Ave., New York City.

U. S. Public Health Service — "The Safe Vacation". Free. Washington, D. C.

Schools who have sold Christmas Seals and have a seal fund may use this money for purchase of First Aid equipment.

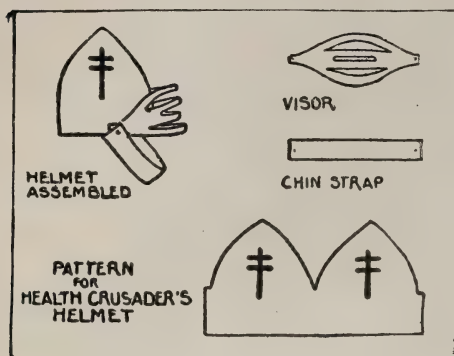


### Lesson 5

Plan program for Knighting Crusaders.

The knighting ceremony will be heightened by the use of white capes and paper helmets. They are serviceable in "King Good Health Wins"

and other playlets. The capes are circular shaped, of muslin, painted with health crosses. Scarlet bloomers and white hose go well with the capes, but not necessary. The pattern for a Crusader's helmet, to be used on all occasions when health is featured, is very simple and can easily be made in a seat work period. The material is stiff paper, preferably gray, put together with McGill fasteners. No



paste is needed. The following dimensions make a helmet of correct size for the average intermediate grade child; Helmet, 22 by 11 inches; visor, 16 by 5½; chin strap, 16½ by 2½. After the helmet is cut and put together, insignia may be painted on in red.

Capes should be circular — knee length — with insignia on the left shoulder.

### Lesson 6

Presentation of Knight Buttons and Certificates.

#### KNIGHTING CRUSADERS

The award of titles and presentation of badges should be carried out with ceremony. Crusade health teachings are probably imprinted for life on the minds of boys and girls who are formally dubbed knights and knights banneret. The event should be made an educational entertainment to which the public is invited. The newspapers should be given the story and the names of the knights. (For ceremonial, see "Accolade.")

#### *Accolade*

Wherever it is possible children who have qualified as Knights should be given a formal investiture of title. The following accolade is a piece of pageantry readily made impressive to participants and spectators alike.

For the accolade the candidates are assembled in one room or in an open space out of doors. If they represent more than one class they should be grouped by classes. The schoolmates of the candidates should be assembled to witness the ceremony, but should be kept in a separate group.

The ceremony is conducted by the principal (league master) or teacher. (Crusade master.) In a Crusade club the captain, lieutenant and herald, provided these officers have earned knighthood, should also be present in costume. If a sword is lacking, a national flag furled on its staff may be used for the blows.

If there is but one class or ungraded school, the teacher, in the absence of the principal, may take his part, while the captain gives the responses for the Crusade master.

#### ORDER OF CEREMONY

I. Singing of a \* Modern Health Crusade song. See page 5.

II. The league master occupies the center of the stage, carrying a sword. Between the league master and the candidate stands the Crusade master, facing partly toward the league master and partly toward her group.

League Master — Hail! Whom bring you here?

Crusade Master — True and loyal workers, sir; candidates for knighthood.

League Master — And you, my sister, who are these who follow you with such good will?

Crusade Master — True and loyal workers, sir; candidates for knighthood.

League Master (addressing the candidates) — What is the quest which you will seek if created knights?

Crusade Master or Candidates (in unison) — Our quest is happiness, both for others and ourselves.

League Master — In truth you are ambitious. Have you brought silver and gold to exchange for your precious boon?

Crusade Master — Nay, nay, sir. Silver and gold have we not. We know that happiness is not purchased with silver and gold.

League Master — You have well said. What then have you with which you hope to obtain happiness?

Crusade Master — Three things we bring: clean bodies, clean minds and kind hearts.

League Master (to candidates) — And you?

Candidates (in unison) — We bring the same, sir; clean bodies, clean minds and kind hearts.

League Master — Now indeed I do perceive that you bring offerings more worthy than silver, gold or precious stones. A kind heart cannot live in the same body with a foul mind, nor can kind hearts and clean minds, comfortably dwell in any but clean bodies. You are already on the way to happiness. Follow the straight and narrow path of Modern Health Crusaders. Be on your guard against that demon of unhappiness

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\* "Crusader's Song," from The Songster, Ohio Public Health Assn., 83 S. 4th St., Columbus, Ohio.

—disease. If you observe the Crusaders' rules of health you will rob this demon of many of his terrors.

Tell me now, my sister, are you satisfied that these candidates have each faithfully performed their health chores and kept their records for the time required for knighthood?

Crusade Master — I am.

League Master — Give heed, my true and loyal workers and receive the investiture of the order.

(The group comes forward on signal by the league master and kneels on one knee or stands with bowed head before him. The league master then lightly taps each representative with the flat of his sword once on the right shoulder.)

League Master — Squire of the Modern Health Crusade, by the authority of the (name of state) Legion of Modern Health Crusaders, I do now create each one of you a Knight Crusader and invest you with the honors of the order. May you grow in the knowledge of health and be always found fighting our common enemy, Disease.

(The Crusade master now comes forward and receives from the league master the knights' badges.)

III. All again sing a modern Health Crusade song. The Crusade master then distributes the badges.

### **Lessons 7 and 8**

Discuss Lang's "Tales of the Round Table."

## **CHAPTER IV**

### **Lesson 1**

Weigh all children. Record weight.

Send report home to parents.

Check chore folders.

Regular meeting of Health Crusade Club.

During this month plan to read Sir Walter Scott's "The Talisman," Ginn & Co., Columbus, Ohio.

### **Lesson 2**

First lesson in First Aid

Presence of mind in handling accidents

General conditions applicable to accidents.

### **Lesson 3**

Second lesson in First Aid

Bandages.

### **Lesson 4**

Third lesson in First Aid

Bandages.

**Lesson 5**

Fourth lesson in First Aid  
Bandages.

**Lesson 6**

Fifth lesson in First Aid  
Bandages.

**Lesson 7**

Sixth lesson in First Aid  
Bandages.

**Lesson 8**

Awarding Knights Banneret Pins and Certificates.

**KNIGHTS BANNERET**

The ceremony for knights banneret is the same as for knights, with the following changes. The league master addresses the candidates as "sir knights" instead of "squires". The sword blows are two, one on each shoulder.

To add to the occasion a Modern Health Crusade flag may be unfurled after the title has been conferred on the knights bannert. The league master summons them to come forward, saying "Arise, chevaliers of health, to receive your standard." The flag is preferably square and of royal purple, in true form for the medieval knight banneret. It should carry the Crusaders "cross of nine circles" in white. The acrostic, "Health Crusaders," is sewed on the cross in red or purple letters, or may be stencilled though, showing in purple from the field of the flag. "MOD" and "ERN" are sewed on in white letters. The National Association will supply knight banneret banners in felt at cost, approximately \$3.50 each.

**REPORTS**

When a candidate is entitled to a seat at the Round Table and a certificate of membership, a report on the points earned, including dates of the Tests, is to be sent by his teacher or principal to the Ohio Public Health Association, 83 South Fourth Street, Columbus, Ohio. The report should be sent to this Association as soon as the candidate has earned the required points, so that he may be promptly accepted, the report must be received by the State Association and transmitted to the National Association not later than February 15th following the calendar year for which the candidate is enrolled. Report blanks can be secured from the Ohio Public Health Association.



**CHAPTER V****Lesson 1**

Weigh all children. Record weight.  
Send report home to parents.  
Check chore folders.  
Regular meeting of Health Crusade Club.  
Plan to finish Sir Walter Scott's "The Talisman".

**Lesson 2**

Seventh lesson in First Aid  
Shock — fainting.

**Lesson 3**

Eighth lesson in First Aid  
Infection.

**Lesson 4**

Ninth lesson in First Aid.  
Infection.

**Lesson 5**

Tenth lesson in First Aid.  
Infection.

**Lesson 6**

Eleventh lesson in First Aid  
Infection.

**Lesson 7**

Twelfth lesson in First Aid  
Bruises, Sprains, Wounds.

**Lesson 8**

Thirteenth lesson in First Aid  
Bruises, Sprains, Wounds.

**CHAPTER VI****Lesson 1**

Weigh all children. Record weight.  
Send report home to parents.  
Check chore folders.  
Regular meeting of Health Crusade Club.  
During this month plan to read Sir Walter Scott's "Ivanhoe", Ginn  
& Co., Columbus, Ohio.

**Lesson 2**

Fourteenth lesson in First Aid  
Bruises, Sprains, Wounds.

**Lesson 3**

Fifteenth lesson in First Aid  
Bruises, Sprains, Wounds.

**Lesson 4**

Sixteenth lesson in First Aid  
Bruises, Sprains, Wounds.

**Lesson 5**

Seventeenth lesson in First Aid  
Fractures.

**Lesson 6**

Eighteenth lesson in First Aid  
Fractures.

**Lesson 7**

Nineteenth lesson in First Aid  
Fractures.

**Lesson 8**

Twentieth lesson in First Aid  
Fractures.

**CHAPTER VII****Lesson 1**

Weigh and measure all children.  
Record weight. Send report home to parents.  
Check chore folders.  
Regular meeting of Health Crusade Club.  
Plan to read Sir Walter Scott's "Ivanhoe".

**Lesson 2**

Twenty-first lesson in First Aid  
Fracture.

**Lesson 3**

Twenty-second lesson in First Aid  
Fracture.

**Lesson 4**

Twenty-third lesson in First Aid  
Hemorrhage.

**Lesson 5**

Twenty-fourth lesson in First Aid  
Hemorrhage.

**Lesson 6**

Twenty-fifth lesson in First Aid  
Hemorrhage.

**Lesson 7**

Twenty-sixth lesson in First Aid  
Unconsciousness.

**Lesson 8**

Twenty-seventh lesson in First Aid  
Unconsciousness.

**CHAPTER VIII****Lesson 1**

Weigh all children. Record weight.  
Send report home to parents.  
Check chore folders.  
Regular meeting of Health Crusade Club.  
Discussion of Round Table Stories.

**Lesson 2**

Twenty-eighth lesson in First Aid  
Unconsciousness.

**Lesson 3**

Twenty-ninth lesson in First Aid  
Unconsciousness.

**Lesson 4**

Thirtieth lesson in First Aid  
Poisoning.

**Lesson 5**

Thirty-first lesson in First Aid  
Poisoning.

**Lesson 6**

Thirty-second lesson in First Aid  
Poisoning.

**Lesson 7**

Thirty-third lesson in First Aid  
Poisoning.

**Lesson 8**

Thirty-fourth lesson in First Aid  
Miscellaneous emergencies.

**CHAPTER IX****Lesson 1**

Weigh all children. Record weight.  
Send report home to parents.  
Regular meeting of Health Crusade Club.  
Check chore folders.

**Lesson 2**

Thirty-fifth lesson in First Aid  
Miscellaneous emergencies.

**Lesson 3**

Review — First Aid.

**Lesson 4**

Review — First Aid.

**Lesson 5**

Review — First Aid.

**Lesson 6**

Examination for certificate.

**Lesson 7**

Examination for certificate.

**Lesson 8**

Organization of Round Table (to be carried on through seventh and eighth grades.)



## GRADE VII

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### AIM:

An understanding of home and school hygiene.

"Children work hardest when the problem to be solved is one which they recognize as their own."

Strayer — "A Brief Course in the Teaching Process."

## CONTENTS

### SCHOOL SANITATION

#### CHAPTER

- I. Safety.
  - Cleanliness.
  - Heating and Ventilating.
  - Lighting.
  - Respiratory Diseases.
- II. Respiratory Diseases (Continued).
  - Adenoids.
  - Colds.
  - Tuberculosis.
- III. Tuberculosis (Continued).
  - Prevention in Home.
  - Care of Patient.
  - Care of objects.
  - Sanatoria.
  - Prevention in School.
- IV. Prevention of Eye Strain.
  - Lighting (Natural  
(Artificial).
  - Blackboards.
  - Books.
  - Care of eyes.
  - Prevention of postural defects.
  - Seating.
- V. Home Sanitation.
  - Construction.
  - Housing and health
  - Heating.
  - Ventilating.

## CHAPTER

- VI. Sanitary kitchen.
  - Sanitary Dining room.
  - Sanitary Sleeping room.
  - Sanitary Bath room.
  - Value of outdoor air.
  - Value of outdoor sleeping.
- VII. Cleaning.
  - Care of out door toilets.
  - Care of plumbing.
  - Fire Prevention.
  - Quarantine.
- VIII. Food Constituents.
  - Care of Milk in home.
  - Balanced diets.
  - Care of refrigerator.
  - Adulteration of foods.
- IX. Review.
  - Examination.

## CHAPTER I

## Lessons 1 and 2

- Weigh and measure all children.
- Record weight. Send report home to parents.
- Regular meeting of the Knights of the Round Table.
- Chore records must be kept and a 75 per cent standard maintained to retain membership.
- Committee reports on activities should be heard at this meeting.
- The Club should be actively engaged in the promotion of Home and School Sanitation.

## Lesson 3

*Topic — School Sanitation.* General reference, Address.

## LOCATION AND SURROUNDINGS \*

The school should be located in as healthful a place as exists in the community.

*Noise* and all other objectionable factors should be eliminated from the immediate environment of the rural school.

*Accessibility.* Not more than two miles from the most distant home, if the children walk. Not more than six miles from most distant home, if school wagons are provided.

\* "Minimum Health Requirements for Rural Schools". Dr. Thomas D. Wood, 525 W. 120th St., New York City.

*Drainage.* School ground must be well drained and as dry as possible. If natural drainage is not adequate, artificial drainage should be provided.

*Soil.* As every rural school-ground should have trees, shrubs and a real garden or experimental farm, the soil of the school-grounds should be fertile and tillable. Rock and clay soil should always be avoided. If the soil is muddy when wet, a good layer of sand and fine gravel should be used to make the children's play-ground as useful as possible in all kinds of weather.

*Size of School-grounds.* For the school house and playground, at least three acres are required. (If the rural school plant includes the additional features a teacher's home, a garden and an experimental farm, which are already in some progressive states accepted and established as educational essentials, then the school-grounds should contain 8 to 10 acres.)

*A Playground* is not a luxury but a necessity. A school without a playground is an educational deformity and presents a gross injustice to childhood.

*Arrangement of Grounds.* The schoolground should have trees, plants and shrubs grouped with artistic effect but without interfering with the children's playground or the light of the schoolhouse.

Address — "Health Education in the Rural Schools," Chap. II, page 20. Published by Houghton Mifflin Company, Boston, Mass.

Wood — "Minimum Health Requirements for Rural Schools," 525 W. 120th St., New York City.

#### SANITARY SCHOOL BUILDINGS

##### *Considerations in Construction:*

1. Safety.
2. Cleanliness.
3. Heating and Ventilation.
4. Lighting.
5. Convenience.

##### *I. Safety.*

Fire prevention.

Doors should always open outward.

Wood should be avoided as material for construction except in the smallest rural schools where the class rooms are all on the first floor.

Height should never exceed five floors.

Wide stair-cases — 44 inches wide.

Wire glass in windows.

Ample fire escapes.

Automatic sprinklers in places where fire is likely to start.

## 2. *Cleanliness.*

Walls, floors, ceilings and partitions should be sound, damp, fire, vermin and dust-proof.

In both rural and city schools the junctions of ceilings and floors with walls should be concave.

Ample provision should be made for washing facilities — at least one basin for every 25 pupils provided with hot and cold running water — and non-spring faucets.

In rural school one basin to every five or six children.

### GOOD HOUSEKEEPING IN SCHOOLS

#### a. Clean floors

Danger of dry sweeping.

Value of oiling.

Neatness.

#### b. Clean windows.

#### c. Clean desks.

#### d. Clean waste baskets.

e. Absence of flies — Practical demonstration. Find breeding places, make traps, etc.

#### f. Absence of chalk dust.

Have pupils survey their own building and note how far it meets the requirements.

## Lesson 4

### 3. *Heating and Ventilating.\**

The school room should always receive fresh air coming directly from out of doors in one of the following arrangements:

(a) Through wide open windows in mild weather.

(b) Through window board ventilators under all other conditions, except when, with furnace or jacketed stove, special and adequate inlets and exits for air are provided.

*Heating.* Unless furnace or some other basement system of heating is installed, at least a properly *jacketed stove* is repaired. (No un-jacketed stove should be tolerated in any school.)

The jacketed stove should have a direct fresh air inlet about 12 inches square, opening through the wall of the school house into the jacket against the middle or hottest part of the stove.

The exit for foul air should be through an opening at least 16 inches square on the wall near the floor, on the same side of the room as the stove is located.

\* "Minimum Health Requirements for Rural Schools". Dr. Thomas D. Wood, 525 W. 120th St., New York City.



A fireplace with flue adjoining the stove chimney makes a good exit for bad air. (The following arrangement for ventilating flue is required in one western state: A circular sheet steel smoke flue, passing up in center of ventilating shaft, foul air exit, 20 inches square in the clear.)

*Temperature.* Every school should have a thermometer, and the temperature in cold weather should be kept between 66 and 68 Fahrenheit.

Factors determining good ventilation:

Temperature

Humidity

Air Movement.

Temperature range — 66 to 68 Fahrenheit in winter.

Humidity range — 40 to 60 Fahrenheit.

The hygrometer is the instrument for measuring the amount of moisture in the atmosphere.

Motion — Enough to afford stimulation of the skin and break up the individual's "aerial blanket".

Stagnant air is uncomfortable and unwholesome even when it is pure. During the sultry summer days when no breath of air is stirring, the lack of a breeze permits the envelope of air immediately surrounding the body to become overcharged with heat and moisture, which brings on the characteristic symptoms caused by bad ventilation,

Headache — Mental dullness — Vertigo and faintness.

These are due to discomfort of the skin and possibly the lungs. The real object is not school room ventilation, but body ventilation. It is therefore a problem as closely associated with the home as with the school.

"If windows must be closed to assist the operation of a ventilating system they should be opened top and bottom at least once an hour to secure a thorough airing out of the schoolroom." — Burk "Health and the School", page 48.

"The air of an ordinary school room can be made much more hygienic by frequent flushing through open windows. The latter precaution in fact is a necessary adjunct to any system of ventilation." — Terman "Hygiene of the School Child", page 165.

It has been suggested by an expert on heating and ventilating systems, that a bell be rung by the janitor at stated intervals during the day and all the windows in the building opened at the same time for three to five minutes. (The fan is kept in motion.) Children should be given setting up exercises at this time.

### Lesson 5

Demonstrations by Drs. Paul, Brown, Sequard and Hill showing the external influences of temperature, humidity and air movement are interesting.

One or more persons are inclosed in a cabinet, and the effects of various conditions of humidity, temperature, and air movement upon the inmates are noted.

Dr. Paul found that when the temperature of the cabinet was kept at sixty degrees, the experimenter could stay in the cage four and a half hours without noticeable symptoms, although long before the close of the experiment the carbon-dioxide content of the air in the cabinet was far higher, and the oxygen content far lower, than is ever the case with the worst ventilated schoolroom. But at seventy-two degrees, only a few minutes were required to produce feelings of mental dullness, headache, vertigo, and faintness. Before long the body temperature rose three degrees. Then an electric fan was started and the symptoms almost immediately vanished.

Hill's experiments with air-tight cabinets proved that when the air was kept cool and in motion the subjects suffered no ill effects even when the proportion of carbon-dioxide was twenty times as great as it ever is in badly ventilated houses. At this point, the oxygen content was so low that candles would not burn and the inmates could not light their cigarettes with matches. When the temperature of the air was suddenly increased by means of an electric stove, the usual symptoms of rapid heart-beat, increased body temperature, and feelings of distress quickly made their appearance. Electric fans were then started and the passage of swift air currents over the body brought almost instant relief.

Hill also imprisoned guinea pigs for periods as long as fourteen weeks in tight cages where the proportion of carbon-dioxide was from fifteen to thirty times above normal. The guinea pigs thrived beautifully in spite of the "bad" air as long as their cages were kept cool, dry, and clean.

In other experiments Hill was able to prove that breathing the hot and vitiated air had nothing to do whatever with symptoms. Persons who stood outside were able to breathe the vitiated air of the cabinet tubes without experiencing any ill effects. Conversely, when those inside were suffering extreme symptoms due to the overheated and stagnant air of the cabinet, they experienced no relief from breathing the pure, outside air through the tubes. Only the fans and the lower temperature brought relief. The explanation is as follows: If the air is not in motion, that next to the body quickly becomes saturated and refuses to take up additional moisture. It acts as a "steam jacket" enveloping the body and causes languor and depression. The perspiration is not evaporated and, as the Germans say, the body is then not able to "unwarm" itself. The pulse is accelerated, and more blood is sent to the skin and less to

the viscera and brain. The blood vessels of the skin dilate, the blood pressure is lowered, and extra work is thrown upon the heart. When the dead air is set in motion by a fan the steam jacket is dissipated, and the sweat evaporates, the circulation becomes more normal, and we are refreshed.

*"Air currents and perceptible variations of temperature are the essence of good ventilation."*\*

"It is largely our prejudice against air currents and variable temperature which makes our indoor life so unhealthful."

"Instead of fleeing from drafts we should seek them. As long as we are healthy it is only the little draft which cools but a small part of the body that is injurious. The *remedy* for draft therefore is *more* draft coupled with the *healthy circulation* that comes from *sufficient exercise*."

#### Teachers' Reference:

Lewis Terman — "The Hygiene of the School Child", Pub. Houghton Mifflin Company, Boston.

Framingham Monograph No. 6 — "Schools and Factories", Framingham, Mass.

Burke — "Health and the School", Pub. D. Appleton Company, New York City.

Andress — "Health Education in Rural Schools", Chap. X, page 183.

O'Shea-Kellogg — "Health and Cleanliness", Chap. IV, page 42; Chap. V, page 59.

Winslow — "Healthy Living", Vol. II, Chap. XI, page 129.

Overton — "General Hygiene", Chap. XIII, page 134; Chap. XIV, page 144.

### Lesson 6

#### *Respiratory Diseases.*

Deficient humidity increases the drying capacity of the air tremendously. On an average winter day the air of the best ventilated school is as dry as the sands of the Sahara. Plants less hardy than the desert cactus shrivel and die in such an atmosphere.

Mucuous membranes exposed to such air become parched and unhealthy. One important function of the nasal passages is to add moisture enough to the air in its passage to the lungs to raise it almost to the point of saturation. In the air of the furnace or steam heated school the task becomes too great. Diseased conditions of the nose and throat result. Catarrh, diphtheria, pneumonia and tuberculosis are more easily contracted, and it is possible that adenoids and hypertrophied tonsils may sometimes be caused in this way. When the mucuous membrane of the nose and throat are healthy they produce a germicidal secretion which rids the incoming air of nearly all its bacteria.

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\* Terman — "The Hygiene of the School Child". See page 158.



When changed in texture by air of deficient humidity, the membrane is no longer a bulwark against disease but a breeding place for germs. It turns traitor to the body by giving aid and comfort to its enemies.”\*

### Lesson 7

*Adenoids.\** What they are. How to recognize them. What to do for them. Nature intends that we should breathe through the nose and has so arranged matters that the air is strained, warmed, and moistened as it passes through the nose. This is very important.

Unfortunately about 10 per cent of all children have adenoids which interfere with free breathing through the nose. So many serious results follow this condition that we should learn something about adenoids and their treatment.

*What are Adenoids?* Inasmuch as adenoids are tucked away up behind the palate, and are therefore out of sight, it may be well

to study the picture shown above.

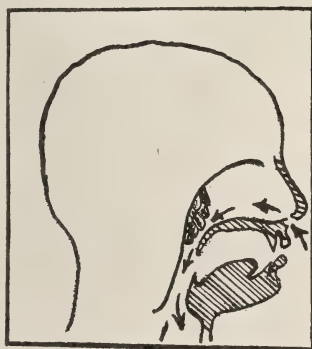
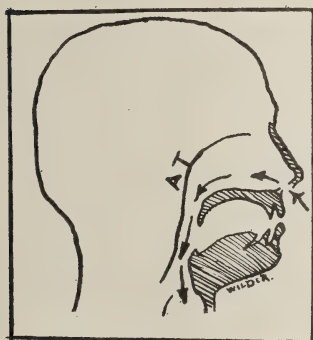
The air passes into the lungs as shown by the arrows. At the place marked “AT” nature has provided a kind of moist cushion which helps to filter impurities out of the air. This cushion is formed of what doctors call “adenoid tissue” and is similar to that which makes up the tonsils. When this adenoid tissue grows abnormally large it forms what are known as “adenoids”. From the position of these adenoids as shown on the diagram, it will readily be seen how easily they interfere with proper nasal breathing.

*What Adenoids do.* One of the first results of the growth of adenoids is mouth breathing. When this condition develops, the air breathed in reaches the throat and lungs in an unpurified condition. Moreover, it is not sufficiently warmed or moistened. In a short time, therefore, such children begin to suffer from repeated colds, and show signs of a beginning of nasal catarrh. Unless proper treatment is now undertaken, the condition soon gets worse, and the child’s nasal breathing becomes more and more obstructed.

Children who suffer from adenoids are unusually pale, often narrow-chested and altogether are not as strong and robust as are normal children.

\* Terman — “Hygiene of the School Child.”

\* Keep Well Series, No. 2, U. S. Public Health Service.





But this is by no means all of the harm done by adenoids. They affect the voice, disfigure facial expression, interfere with hearing, give rise to night terrors, open the way for serious invasions by disease germs, and, through the development of chronic nasal catarrh, may lead to loss of the sense of smell.

The alteration of the facial expression is often so great that the child looks stupid and some times even half-imbecile.

One of the chief disfigurements caused by adenoids is that of the jaws and teeth.

It will be noticed that the teeth of the upper jaw stick out and are not covered by the lip as they should be. In these cases the roof of the mouth, that is, the palate, is narrow and highly arched, and the two jaws do not come together as they do in normal persons. This condition is called "malocclusion". Usually, too, the teeth of the upper jaw are irregular and crowded. The malformation of the teeth thus produced by adenoids may lead in turn to other serious conditions, among them the chronic disease known as pyorrhea, various forms of root infection, and chronic indigestion.

*How to Recognize the Condition.* The presence of adenoids should be suspected if the child habitually sleep with open mouth, snores a great deal, or has frequent strangling coughing spells. Sleeping with open mouth is one of the first signs and should therefore lead at once to a careful examination by a physician. Sometimes difficulty in hearing is one of the early symptoms. Therefore, in all cases of ear trouble an examination should be made for adenoids.

*What to Do.* Whenever adenoids are large enough to give rise to any of the symptoms already described, they should be removed. This is especially the case in children under 10 years of age, for it is probable that the condition will grow worse. The operation is a simple one and not dangerous. Relief is immediate and the health and strength of the child usually improves rapidly afterwards. It is wrong to delay having the operation done, for the presence of adenoids not only endangers the child's health, but a few months' delay may cause considerable malformation of the jaws, palate, nose and face.

## Lesson 8

### *Colds — Prevention.*

1. At least ten deep breaths of fresh air each day.
2. Setting up exercises for at least three minutes every morning.
3. Good ventilation at home and at school.
4. Cold sponge every morning.
5. Keep good elimination.
6. Drink water. Plenty of it.
7. Eat milk, fruits and vegetables. Avoid heavy foods.
8. Avoid people who have colds; and crowds.

9. Keep fingers, pencils, etc., out of your mouth and nose.
10. Carry a clean handkerchief and *use* it to protect yourself and others.
11. Clear the nasal passage each morning as a regular part of the morning toilet. The moist collection of mucus is an excellent breeding place for germs.

Handkerchief Drill. See page 19.

## CHAPTER II

### Lessons 1 and 2

Weigh all children. Record weight.

Send report home to parents.

Regular meeting of Round Table.

Check chore folders.

### Lesson 3

*Colds (Continued) Cure.*

1. Stay in bed when you feel a cold coming on. You will save time and your own constitution and protect others from the infection. Colds are most contagious during the first two or three days.

2. Use old muslin or tissue paper and burn all discharges from the mouth and nose. It is dangerous to wash handkerchiefs contaminated in this way. You may re-infect yourself from a soiled handkerchief.

3. Never cough or sneeze without covering your mouth and nose with a cloth or paper. Explain the danger to your family.

4. Boil all dishes, silver and glasses for five minutes.

5. Treatment — Sleep alone.

Keep your windows open.

Stay in bed for the first few days.

Drink plenty of water.

Eat nourishing food.

Get plenty of sleep.

6. Do not go into crowded places, schools or street cars until the acute stage subsides.

*Teachers' Reference:*

O'Shea Kellogg — "Making the Most of Life," Chap. XV, page 277.

Overton — "General Hygiene," Chap. XIII, page 139; Chap. XV, page 156; Chap. XXVII, page 287,

Ritchie — "Primer of Sanitation," Chap. XXXI, page 160.

Winslow — "Healthy Living," Vol. II, Chap. XIX, page 227.

U. S. Public Health Service — "Common Colds," Supplement

No. 30, Government Printing Office, Washington, D. C. (Free).  
Address — — "Health Education in Rural Schools," Chap. XIII, page 248.

Framingham Health Demonstration — "Monograph No. 8," page 57, five cents, Community Health Station, Framingham, Mass.

Dr. Thomas D. Wood — "Minimum Health Requirements for Rural Schools," 525 W. 120th St., New York City.

### Lesson 4

#### *History —*

#### TUBERCULOSIS

Tuberculosis is mentioned in early medical writings and less technical books dating before the Christian era. For two thousand years and more consumption meant any and every wasting condition of the body that gradually wore down man's frame and slowly and insidiously slackened his activities.

At the time Columbus discovered America consumption was looked upon as a long drawn-out, wasting, incurable, hereditary disease that occurred mainly in early life, and in closely settled communities where men lived in houses; and was seldom to be found among savage peoples who lived entirely in the open air. At this time there was in all branches of life a tremendous awakening of interest and study and invention; post mortem examination of the human body and with it the birth of a new science — medicine. Anatomists, the physicians who made the examination of these bodies, found in the lungs of those who died of consumption little swellings to which they gave the name "tubercle".

In the seventeenth century the microscope was fashioned by Athanasius Kircher of Fulda. The myriad things which were revealed to him in the blood of plague patients were called "worms" which he considered an evidence of putrefaction.

In 1819 René Laennec discovered that a hollow tube placed upon the chest of a patient transmitted sounds to his ear with surprising loudness and distinctness. It took him three years to perfect the stethoscope. This enabled him to record the sounds from the chest of thousands of patients with many diseases. These sounds he associated with the peculiar disease in which it occurred.

He was an inventor, a great bed-side physician and also a pathologist, which enabled him to show convincingly that the tubercle caused consumption. He was a pioneer in his field and his work has stood the test of years, but when it came to the cause of the tubercle, Laennec was wrong, as he believed the tubercle to be in the nature of a growth like cancer.

In 1865 Jean Villemin, also a Frenchman, presented the theory of the transmission of tuberculosis from one person to another. His was

the field of animal experimentation. By taking tuberculous material from a sick animal and introducing it into a well animal he could produce active tuberculosis in the well animal.

It remained for Robert Koch, a young German born in Hanover, to discover by the aid of his microscope the germ which causes tuberculosis and known as the "tubercle bacillus." This remarkable achievement was announced before the Physiological Society in Berlin on March 24, 1882.

At the university of Lille in 1855 we find a young French chemist, Louis Pasteur. He knew nothing of medicine and never became a physician, but he gave to the world in 1884 a new science, the study of germ life, known as bacteriology, which deals with the causal relation of bacteria to many diseases. With the development of this science must always be associated three illustrious names, Pasteur, Lister, (the father of antiseptic surgery) and Koch.

#### *Cause —*

#### **Lesson 5**

We have learned in the preceding lesson that Laennec discovered the stethoscope. What advantage did this give him in his research? Were his studies confined to the study of tuberculosis?

That Villemin discovered the transmissibility of tuberculosis. What do we mean by transmissibility? How did he demonstrate this great fact? What do we mean by animal experimentation? What did he discover in his laboratory? How did the combined use of the stethoscope and post mortem examination help in making a diagnosis in a living patient?

We have learned then that the tubercle bacillus, discovered by Robert Koch, a German physician, is capable of producing tuberculosis in the human body, and that this living germ can be passed from a sick person to a well person who in turn becomes infected.

What do we mean by infected? That while there may be more than one method of infection there is only one *cause* of tuberculosis — namely the *tubercle bacillus*. Of what value has the discovery of the *cause* been in the *control* of the disease?

#### *Method of Infection —*

#### **Lesson 6**

There have been many theories concerning the way the tubercle bacillus reaches the body.

Authorities are agreed that infection may take place in any of the following ways:

1. *By ingestion* — that is by taking the germs directly into the mouth in the form of wet sputum on *dirty hands*. Children playing on the street with balls, tops, skates, etc., may have their hands contaminated by the sputum from the careless spitter. Wash your



hands before you eat your meals. The sputum of the person suffering from tuberculosis is often laden with tubercle bacilli — they also abound in pus from open sores of tubercular origin and infrequently in urine and excretion from the intestines of the tubercular patient.

By far the most universal and dangerous method of injection is through the careless, indifferent spitter.

A dirty, careless consumptive is a menace.

A clean, careful consumptive is not dangerous to live with providing —

He burns all his sputum and dressings.

He uses his own things (explained in detail later).

He sleeps in his own bed — *alone*.

He covers his mouth and nose with a *clean* handkerchief or cloth when he coughs or sneezes.

He keeps his hands and nails *clean*.

*Tuberculosis is never hereditary.*

Babies and children are extremely susceptible to tuberculosis, much more so than adults. How would you protect your baby?

*A healthy body is the best defense against disease.* How have we learned to build one? (Have children write a short essay on this theme.)

2. *By inhalation* — that is by breathing the dried sputum which has been ground to dust and blown about in the air. Be careful to clear the nasal passage every night by blowing the nose gently first one side and then the other, and to wash face, neck and ears and hands before going to bed — *after removing* your shoes.

3. *By droplet infection* — by receiving in the mouth or nose, the spray from the mouth of a person suffering from active tuberculosis. Cover your mouth and nose when you cough or sneeze. *Other* contagious diseases are spread in the same way. An apparently healthy person can harbor disease germs.

4. *By drinking milk from a tuberculous cow* — To be on the safe side, if your milk is not pasteurized by your dairy see that it is pasteurized at home.

*How to Pasteurize Milk.* To pasteurize milk it should be put into clean bottles and corked loosely to prevent contamination. The bottles should then be placed in a vessel containing cold water which should gradually be brought to 148 degrees Fahrenheit and held at that temperature for one half hour. (Thermometers for testing the water can be purchased at any drug store.)

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\* From "All About Milk," by Milton J. Rosenau.

*After the milk is heated it should suddenly be chilled and kept cold.* This is a very essential part of the process of pasteurization. Corks should be tightened as soon as milk is removed from the fire. Do not open until ready to use. If contents of bottle is not all used, cover with a clean drinking glass and return to the ice box immediately.

It is safer to feed children milk from a herd than from a single cow. The Dairy division of the O. S. U. employ trained veterinarians to inspect dairy cattle, suspected of having tuberculous. This service is given free of cost to the farmer and if it becomes necessary to kill the animal the owner is paid its full value.

### Lesson 7

We have learned that the tubercle bacilli must enter the body of its victim in four different ways. Name them and describe the method.

#### TUBERCULOUS IN CHILDHOOD.

We have learned also that babies and children are extremely susceptible to tuberculosis.

It is believed by many authorities that as high as 80% of all tuberculous infection occurs in childhood and that the development of tuberculosis in later life is usually not a new infection.

The stress and strain of school, play and business interests, the *indifference to the observance of health habits* with the consequent development of contagious diseases, lowers the resistance to the insidious work of the germs, which have taken up their abode in the body many years before, and the result is an *active* outbreak of tuberculosis. *People may have tuberculosis without having germs in the sputum*, with no other indication beyond a feeling of extreme fatigue, loss of weight and appetite. *Cure* at this stage is a comparatively easy matter, to delay a month may make cure impossible.

The majority of cases immediately try to go west or south seeking a change of climate. Authorities agree that this is a mistaken idea. The fatigue of travel, the privation of the most necessary essentials, *rest*, — mental and physical, — *good food* and *happiness* must often be curtailed. The patient suffers from homesickness and financial worry which more than offsets the benefit of climate.

#### *Cure —*

To cure tuberculosis in children or adults there is no specific treatment but we know that the best results are obtained by the use of rest, — mental and physical — wholesome food, fresh air, courage and happiness. Until a few years ago it was supposed that it was necessary to go to a sanatoria far inland, located a mile or so above sea level. We now know that better results can be obtained in our own local sanatoria than in the far west. No person should be sent to a different climate

unless he or she can have freedom from worry and as good care as is possible at home.

There are three agents that carry infection.

1. Fingers,
2. Flies,
3. Food.

How can food be contaminated by tuberculosis? Look up the state law which provides for the inspection of food handlers. What have you learned about making milk safe for children? Give the method of pasteurization.

Approximately 150,000 people die each year in the United States and 6,000 in Ohio from tuberculosis. Because of the fact that more people are beginning to know the value of good health habits and clean sanitary surroundings, the lives of approximately 1,500 Ohio people have been saved in the ten years between 1910 and 1920.

### Lesson 8

General discussion of lessons on Tuberculosis.

Teachers' Reference:

"Tuberculosis — What you should know about it."

"Sleeping and Sitting in the Open Air." Bulletins Nos. 116 and 117 (Free). Ohio State Department of Health, Columbus, Ohio.

"Fake Consumption Cures." Free.

"Facts About Tuberculosis." Free.

"Tuberculosis is Preventable." Free.

Metropolitan Life Insurance Company, 1 Madison Ave., New York City.

O'Shea-Kellogg "Making the Most of Life", Chap. XIII, page 225.

Winslow "Healthy Living", Vol II, Chap. XXVI, page 297.

Overton "General Hygiene", Chap. XXVIII, page 297.

Gulick "Good Health", Chap. IX, page 41; "Town and City", Chap. XXIV, page 192; Chap. XXV, page 203.

Ritchie "Primer of Hygiene", Chap. XXX, page 150; Chap. XI, page 54.

"How to Avoid Tuberculosis", Keep Well Series No. 3, U. S. Public Health Service, Washington, D. C. (Free)

Terman "The Hygiene of the School Child", Chap. VIII, page 98.

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\*From "Fake Consumption Cures" — Metropolitan Life Ins. Co., 1 Madison Ave., New York City. Free.

## CHAPTER III

### Lessons 1 and 2

Weigh all children. Record weight. Send report home to parents.  
Regular meeting of Knights of the Round Table.  
Check chore folders.

### Lesson 3

*Tuberculosis* — Prevention in home.

Contact cases:

1. Examination at least twice a year of all people in the home who come in contact with the patient whether or not they show any symptoms of illness.
2. Ventilate — night and day.
3. Personal cleanliness — Wash hands frequently.
4. Drink plenty of water.
5. Eat good nourishing food.
6. Exercise in the open.
7. Get plenty of sleep.
8. Keep elimination in order.
9. NEVER:
  - (a) Sleep with, or in the same room with the patient.
  - (b) Drink from the same glass.
  - (c) Eat from the same dishes.
  - (d) Use the same towels or washcloths.
  - (e) Sit where you can get the spray while the patient is talking.
  - (f) Sit in an unventilated room.

### Lesson 4

*Care of patient.*

Rest is the first requirement in treatment and includes mental as well as physical relaxation. All things of unpleasant nature, economic adjustment, disagreement, etc., should be kept from patient.

If temperature is elevated, patient should be in bed. The patient should be wrapped warmly and sit or lie out of doors, or with windows wide open.

Patient should be sponged with tepid water at least once a day, if temperature is elevated more often.

Garments and sheets should be changed daily.

Sputum cups or paper boxes should be provided, with paper napkins to be used as handkerchiefs.

*All sputum and anything that has come in contact with mouth or nose secretion should be burned or boiled daily.*



Nourishing food should be provided.

Advice of a physician in outlining treatment and diet is essential.

Do not force milk and eggs unless your physician recommends it. The patient's digestion is his most valuable asset.

*Patient's Should Never:*

- (a) Cough without covering mouth and nose.
- (b) Expectorate anywhere except in a sputum cup, paper napkin or an old cloth which can be burned.
- (c) Handle food.
- (d) Wash dishes.
- (e) Make beds.
- (f) Sit in kitchen.
- (g) Caress children or permit them to sit near them.
- (h) Brush the teeth over a wash bowl.
- (i) Wash in bath room. Individual toilet set should be provided, and all waste water disinfected.

*Care of Objects.*

**Lesson 5**

Bed clothing should be boiled 15 minutes, before washing.

Personal washable clothing should be boiled 15 minutes, before washing.

Table linen should be boiled 15 minutes, before washing.

Towels and wash cloths should be boiled 15 minutes, before washing.

Dishes should be boiled 15 minutes, before washing.

Glasses should be boiled 15 minutes, before washing.

Care should be taken in removing linen from bed to avoid scattering dust.

Sheets should be rolled to the foot of the bed and removed.

Blankets, pillows and mattress should be sunned once a week if possible.

Carpets should be removed. Floors should be washed with hot soap suds, *never swept*.

Woodwork and furniture should be wiped with a damp cloth, *never* dusted with a dry cloth or feather duster.

Heavy garments should be hung on line, sunned and aired at frequent intervals.

Individual Drinking glass

Wash bowl and pitcher

Tooth basin

Slop jar

Towels

Wash cloths and soap.

should be provided for the patient and kept for his use only.

Wash water, after bathing or brushing teeth, and excretion from the bowels and kidneys, should stand for one hour after disinfectant is added. Chloride of lime in proportion 1/5 lb. to 1 gallon, is a practical inexpensive disinfectant. It should be dissolved in water before using and well mixed with contents.

### *Sanatoria.*

### **Lesson 6**

Are provided for the instruction and care of tuberculous patients.

#### *The Patients Learn:*

How to care for themselves.

How to protect their families.

How to overcome infection if they are willing to take treatment *early enough*.

Arrangement can always be made to admit for treatment patients who are unable to pay.

The State Department of Health, Columbus, Ohio, will give you information.

Cure is possible if patient is willing to go into a sanatorium while the disease is in the early stage.

The Sanatorium is a school where the patient learns how to overcome infection.

### *School Sanitation.*

### **Lesson 7**

#### (a) Sanitary Drinking Fountains.

Should throw a vertical stream of water and be so arranged that the child's mouth does not come in contact with the source of supply. Rural schools that are unable to secure fountains should use paper cups and a covered jar with a spigot. Individual glasses or cups are unsatisfactory, unhygienic and impractical.

An open bucket should not be tolerated.

There are many types of so-called sanitary fountains on the market. Careful investigation should be made before making a selection.

#### (b) Dry sweeping and dusting, danger of chalk dust.

#### (c) Ventilation.

#### *Teachers' Reference:*

Framingham Health Demonstration, Monograph No. 8, page 46, Community Health Station, Framingham, Mass., price five cents.

"Drinking Fountains," Reprint No. 397, Government Printing Office, Washington, D. C.

### Lesson 8

*Review — Tuberculosis.*

## CHAPTER IV

### Lessons 1 and 2

Weigh all children. Record weight.

Send report home to parents.

Check chore folders.

Regular meeting of Knights of Round Table.

### Lessons 3 and 4

*Prevention of Eye Strain.*

*Lighting.*

(a) *Natural Light.*

Construction —

1. Dimensions of Classroom.
2. Windows  $\frac{1}{4}$  area of floor space.
3. Orientation of windows.
4. Proportion of height of windows from floor to width of classroom. (Not more than 3 feet 6 inches, and 6 inches from ceiling.)
5. Proximity of windows to adjoining buildings and trees.

Cleanliness —

Windows should be kept clean.

Shades should be light buff color, adjustable so that any part of the window can be covered, kept in order and *used* to avoid glare.

(b) *Artificial Lighting.*

Semi-indirect system — approved — either gas or electricity.

(A code of lighting school buildings has been prepared by Illuminating Engineering Society — 29 W. 39th St., New York City.

By this system the source of light is diffused through an opaque glass bowl to the working plane and some of the light is reflected either by a reflector or by the ceiling.

(c) There should be uniform light distribution, both natural and artificial, so that desks farthest away from the windows should receive adequate light.

- (d) *Windows* should be placed on one side of the classroom so that the light will fall upon the writing surface of the desk from the left side of the pupil.

*Glare* from any source or cause should be avoided. Desk tops, glossy blackboards, pictures framed under glass, and all glare producing surfaces require proper adjustment of object, or window shades utilized with reference to sources of light.

- (f) *Furniture and woodwork* should have a dull finished surface regardless of color.
- (g) *Interior colors* — Class rooms with an unusually good exposure and very bright light can be finished with slightly darker tints than rooms having ordinarily good light. Inside rooms on the other hand should be finished in lightest possible tints obtainable without resulting in glare.
- (h) Trees and shrubbery should never interfere with the lighting and natural ventilation of the classroom.
- (i) Windows should face east or west.
- (j) Sunlight should enter every schoolroom at some time during the day.

## Lesson 5

### *Blackboards*

- (a) *Should never* be placed beneath or between windows. Why? Worn, cracked or chipped surfaces should not be tolerated.
- (b) *Should have* dull smooth surface.  
Very dark gray or black color.  
Uniform shade throughout.  
Natural slate is recommended by the U. S. Bureau of Education as the best material and can be refinished at small cost.

### *Books*

- Paper unglazed.  
Type should be clear.  
Fine print should be avoided.  
Subject matter should be attractive to children.

### Topics for discussion:

- Prevention of Postural defects.

### *Seating*

The Vienna school desk commission, consisting of physicians, architects, and teachers, after exhaustive study set up the following requirements for a hygienic seat and desk:

1. It must allow pupils to stand up during recitations.
2. It must have a continuous rest from sacrum to shoulder, conforming to the curvature of the spinal column.



3. When the pupils are writing, the seats must have a minus distance.
4. It should make writing and free-hand drawing possible for a reclining position; that is, while the pupil leans against the back rest.
5. The desk slope is to be as great as possible, at least 15 inches, but not such as to make the books slide off.
6. When the pupil is sitting, his feet should rest flat on the floor.
7. The change in distance should if possible be made by moving the desk.  
(Movable type of school furniture seems to have the preference of experts.)

### *Posture*

Malnutrition and faulty posture often go hand in hand.

It is estimated that from 20 to 30% or between four and five million children in the schools of the United States suffer from postural spinal curvature and 24% from flat feet.

*Muscular activity* is the most important factor in overcoming these defects.

There is often not sufficient muscular control to keep the spine rigid, the muscles being flabby and weak from disuse. The use of braces in cases of round shoulders should always be avoided except on advice of an orthopedic surgeon.

Increased exercise and activity will eliminate this condition.

While bodily beauty and symmetry are to be desired, — the prevention of injury to the internal organs, principally heart and lungs, is the main objective in physical education.

### *Faulty posture.*

Increases susceptibility to tuberculosis.

Causes the heart from undue pressure to become enlarged and weakened.

Postural defects are due primarily to faulty bone development starting in early infancy (generally between 6 months and 2 years). The schools can do much between the ages of 6 and 14 years to prevent the development of these defects.

Through:

Correction of *Malnutrition*

Correction of *defects of vision.*

*Physical Education*

3 minutes *setting up exercises* between class periods.

Vigorous play out of doors at recess periods for children of normal weight.

Rest periods with special attention to posture and fresh air for the malnourished group.

Correct posture for:

*Standing*

A line dropped from the front of the ear should fall within the forward half of the foot. Demonstrate.

The shoulder blades should be flat across the back and the feet directed straight forward. Demonstrate.

*Sitting*

The body should be bent only at the knees and hips — the head, neck and trunk in one straight line. Demonstrate.

(American Posture League charts may be obtained from Ohio Public Health Association, 83 S. Fourth St., Columbus, O.)

Flat foot:

Man's upright position causes a strain at ankle and instep.

A normal foot has a well defined arch. (See foot and shoe chart, obtainable from Ohio Public Health Association, 83 S. Fourth St., Columbus, O.)

Ill fitting shoes and bad posture weaken the muscles of the arch.

Exercise of these muscles if begun in time plus hygienic shoes will correct this condition.

*Shoes*

- a. Inner edge straight.
- b. Heels low and broad.
- c. Soles and uppers — flexible.
- d. Tight lacing should be avoided as it interferes with circulation.

*Stockings*

Length important.

Changed daily.

## Lesson 6

*The Eye — its function and care.*

*Care of the Eyes.* Bathing corners every morning. Protection from infection. Danger of dirty towels, wash cloths and handkerchiefs. Danger of rubbing eyes. Removal of foreign bodies from eyes. Care of sore eyes and lids. Use of boracic acid solution. Use of separate handkerchief or cloth for infected eye. Protection of healthy eye. Need of expert attention. Poor sight, eye strain and headaches. Necessity for examination and glasses. How to study. Proper lighting for reading, working.

*The Eye.* The function of eyelids, lashes, tears. The importance of sight and methods of safeguarding it. The necessity of eyeglasses for defective vision. Color blindness and its importance in certain types of occupation.\*

(To be inserted in every book and used by pupils.)

#### READ THIS FREQUENTLY

1. Take care of your sight; upon it depends much of your safety and success in life.
2. Always hold your head up when you read.
3. Hold your book fourteen inches from your face.
4. Be sure that the light is clear and good.
5. Never read with the sun shining directly on the book.
6. Never read in the twilight; in a moving car; or in a reclining position.
7. Never face the light in reading.
8. Let the light come from behind you or over your left shoulder.
9. Avoid books or papers printed indistinctly or in small type.
10. Rest your eyes frequently by looking away from the book.
11. Cleanse your eyes night and morning with pure water.
12. Never rub your eyes with your hands or an unclean towel, handkerchief or cloth.\*

#### Lesson 7

*The Ear — Its Function and Care.*

Teachers' Reference: \*

O'Shea Kellogg — "The Body in Health," Chap. XIII, P. 228; Chap. XIV, P. 248.

Winslow — "Healthy Living," Vol. II, Chap. XVI, P. 188.

Overton — "General Hygiene," Chap. XXXI, P. 337; Chap. XXXII, P. 346.

Ritchie — "Primer of Hygiene," Chap. XXIV, P. 113; Chap. XXV, P. 121.

"Eyesight of School Children," U. S. Bureau of Education, Washington, D. C., Bulletin, 1919, No. 65.

J. Mace Andress — "Health Education in Rural Schools," Chap. XVI, P. 290, Houghton Mifflin Company, Boston, Mass.

Terman — "Hygiene of School Child," Chap. XIV, P. 245; Chap. XIII, P. 221, Houghton Mifflin Company, Boston, Mass.

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\* Bulletin, 1919, No. 65, "The Eyesight of School Children". Department of the Interior, Bureau of Education, Washington, D. C.

For the teacher:

*Some Indications of Eye Defects.*

Crossed eyes.

Peculiar head postures.

Frowning.

Holding book near the eyes.

Difficulty in reading the work on the blackboard.

Congested eyes.

"Sore eyes" or granulated lids.

Headache (one of the most common symptoms.

Fatigue.

Nervousness.

Sensitiveness to light.

Poor spelling.

Poor reading (miscalling words, etc.)

Blurred vision.

Double vision.

Scars on cornea (usually from ulcers.)

Complaints of seeing colors or movement of letters or lines.\*

### Lesson 8

Review — discussion.

## CHAPTER V

### Lessons 1 and 2

Weigh and measure all children.

Record weight. Send report home to parents.

Check chore folders.

Regular meeting of Knights of the Round Table.

### Lesson 3

*Topic — Home Sanitation.*

(General Reference, Andress' "Health Education in Rural Schools," Chap. II, P. 14.)

Location — City — Country —	} Air Dust (effect on health). Noise
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Teachers' Reference:

O'Shea Kellogg — "Health and Cleanliness," Chap. I, P. 6;  
Chap. IV, P. 42.

Ritchie — "Primer of Sanitation," Chap. XXXVII, P. 203.

Gulick — "Town and City," Chap. I, P. 1; Chap. II, P. 9.

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\* "Hygiene of School Child" — Terman.



*Teachers' Supplementary Reference:*

"The Rural Home," Ohio State University, Extension Department, Columbus, Ohio.

**Lesson 4**

## Construction —

Dry cellar

Maximum light

Types of houses: { apartment  
Single

Relative value: { Frame  
brick  
stone

Fireproofing.

Bedrooms should have:

maximum sunlight, facilities for proper ventilation.

## Teachers' Reference:

O'Shea Kellogg — "Health and Cleanliness," Chap. II, P. 14;  
Chap. III, P. 32.

Ritchie — "Primer of Hygiene," Chap. XXXIV, P. 176.

**Lesson 5***Housing and Health**Renting*

Diseases which may infect a house and tenants:

Tuberculosis.

How to make a rented house safe for occupancy.

Soap

Hot Water

Sunlight

Air

Most effective disinfectants.

Repaint and repaper whenever practical.

*Always* scrub woodwork and floors and have paper cleaned.

## Teachers' Reference:

Ritchie "Primer of Sanitation", Chap. XIII, page 58; Chap. XXXI, page 158.

O'Shea-Kellogg "Health and Cleanliness", Chap. IX, page 125.

*Note:* Sanitarians are agreed that fumigation by burning sulphur will kill insects, bedbugs, roaches, etc., but has no effect whatever upon disease bacteria. It is the consensus of opinion that formaldehyde is prob-

ably the best chemical disinfectant altho great stress is laid upon the efficiency of hot water, soap, sunlight and air and in repapering an old house.

Overton "General Hygiene", Chap. XXVII, page 286; Winslow  
"Healthy Living", Vol. 2, Chap. XXIV, page 283.

### Lesson 6

#### Lighting:

- Kerosene
- Gas
- Electricity
- Sunlight
- Clean windows
- Care
- Comparative Cost
- Effect on sight
- Effect on health.

#### Teachers' Reference:

O'Shea-Kellogg "Health and Cleanliness", Chap. VI, page 78.

#### Heating:

Different methods — results — costs.

(Information from any reliable heating company.)

#### Effect on Health:

- Hot air
- Steam
- Grates
- Coal stoves
- Gas.

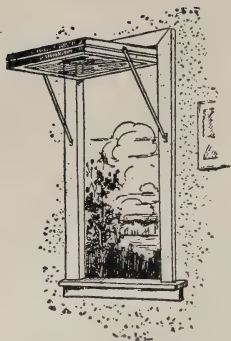
#### Teachers' Reference:

O'Shea-Kellogg "Health and Cleanliness", Chap. V, page 65.

#### Teachers' Supplementary Reference:

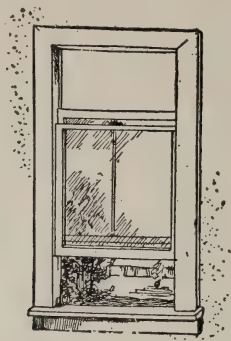
"Experiments in Air Conditioning the Home." Reprint 1810.  
By Emery Hayhurst, M. D., Ph. D., State Department of  
Health, Columbus, Ohio. Free.

"Relative Cost of Gas, Cal, Kerosene, Gasoline and Electricity."  
Ohio State University, Extension Department, Columbus,  
Ohio. Free.

**Lesson 7**

The type of window here shown allows one to raise the entire sash and get full ventilation as well as a certain amount of protection from the weather.

(Illustration by courtesy of Dr. S. P. Free)



The right way to open windows for ventilation is both from the top and the bottom, as shown in above illustration.

**Ventilation:**

Principle

Methods

Effect on health

Standards of good ventilation.

**Teachers' Reference:**

O'Shea-Kellogg "Health and Cleanliness", Chap. V, page 59.

Overton "General Hygiene", Chap. XIV, page 144; Chap. XIII, page 134.

Winslow "Healthy Living" (Vol. II), Chap. XI. page 129.

**Lesson 8****Tenements versus single houses:**

Relative values

Dangers from tenements — fire  
disease.

**Teachers' Reference:**

O'Shea-Kellogg "Health and Cleanliness", Chap. II, p. 14.

**CHAPTER VI****Lessons 1 and 2**

Weigh all children. Record weight.  
Send report home to parents.  
Regular meeting of the "Knights of the Round Table".  
Check chore folders.

**Lesson 3****Sanitary Kitchens:**

Screening against flies.  
Keeping food covered.  
Air and light.  
Why clothing should not be dried in the kitchen.  
Importance of cleanliness in the kitchen.  
Garbage should not stand uncovered. Why?

**Lesson 4****Dining Room:**

Value of regular meals.  
Setting the table.  
Meal time — a social gathering.  
Cheerfulness and digestion.  
Posture at table.  
The value of cleanliness, daintiness and order in arranging the table.  
(Teachers' reference, Ohio State University, Extension Department,  
"Serving of Meals".)  
The effect of cold lunches on health.

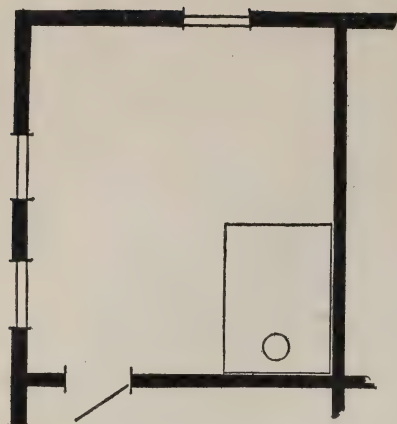
**Lesson 5****Sleeping Rooms:**

Ventilation — day and night.  
Night air — purer than day — why?  
Importance of sleeping alone.  
Effect of high pillow on posture.  
Bed clothing should be removed each morning and aired.  
Close bed rooms and permit windows to be open during daytime.

**Teachers' Supplementary Reference:**

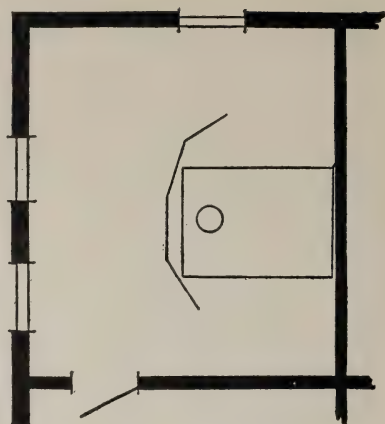
"The Bed and Its Furnishings", Ohio State University, Extension Department.





*The Wrong Way to Put a Bed  
In a Room.*

Practically no circulation of air can be secured in the corner where the sleeper's head is. Even with all of the windows open this is an undesirable arrangement.



*The Right Way of Placing a Bed  
In a Corner Room.*

The head of the sleeper is indicated by the circle. The lines around the head of the bed indicate a possible arrangement for an ordinary four-foot screen which may be used in severe weather to keep off excessive drafts. In some cases it is desirable to push the bed nearer to the windows so that more air may be available.

### VALUE OF OUTDOOR AIR

Fresh air is absolutely necessary to human life. You may live for some time without food, or without drink; you may go without sleep, or you may endure all sorts of pain and torture; but stop breathing for even a very short time and life leaves the body. The oxygen found in fresh, pure air is needed for almost every function of the body.

#### WHERE CAN THE MOST FRESH AIR BE SECURED?

A well-known authority says that a man out of doors is exposed to one hundred times more fresh air than he could possibly get in the best ventilated room in the same period of time. If this is true, you can get much more oxygen and more life-giving air out of doors than in doors. Why not sleep and sit out of doors as much as you can?

Everybody can have fresh air.

The dose required:

"While fresh air is the cheapest and perhaps the most beneficial of all medicines which a person may use, many people refuse to use it as a medicine and try to get just as little as they can in order to keep alive.

People who sit all day in close stuffy rooms, or who work under conditions of poor ventilation, must have an abundance of fresh air at night and during hours of recreation if they are going to keep their bodies strong and healthy. People whose resistance is weakened by disease and who must fight not only to keep alive, but to conquer the germs of tuberculosis, must have extra doses of fresh air. For them it is not enough to have the daylight hours; all hours should be fresh air hours. The windows should be open, or the porch available at all times. The tuberculosis patient who tries to stay in the open air as much as possible and who faithfully follows the other directions of his physician has the best chance of recovery." From "Sitting and Sleeping in the Open Air", National Tuberculosis Association.

## Lesson 6

### COLD WEATHER COMFORTS

For real cold weather, some heavy paper or woolen blankets put under the mattress, or possibly two mattresses, one on top of the other, are desirable. The object of these is to keep out the cold from under the patient. Heavy blankets and comfortables should be avoided. While good woolen blankets are somewhat expensive for the first cost, they wear so much longer than other blankets that they are very much cheaper in the long run and they are much more comfortable for the patient. Paper blankets can be purchased in a few places and if used between woolen ones are both light and warm. In very cold weather a sleeping-bag is especially desirable. Sitting-out bags or warm rugs should be provided for day use. These bags can be purchased for from twelve to fifteen dollars. If your head and shoulders are apt to get cold, wear a helmet or sleeping hood that comes down over the shoulders. The mouth and nose should never be covered so as to prevent free breathing. In cold weather, it is desirable to wear light woolen undergarments in addition to your night gown or pajamas, and, if your feet get cold, to use a pair of heavy woolen bed socks. A hot water bottle, preferably of metal or of earthenware will also be found comfortable. Electric blankets can be secured for those who suffer very much from the cold.

### OUTDOOR SLEEPING DURING WINTER

1. Sew a layer of building paper on the springs and cover it with a strong piece of unbleached muslin or canvas.
2. Place an unbleached muslin cover over the mattress and a pad on top of it; then cover with a white cotton sheet, tucking it in at the head and sides.
3. Cover three-fourths of the bed, lengthwise, with a heavy woolen blanket, with part of it extending over one side; put another one in like manner, on the other side of the bed. Place pillow at the head.

4. Place a double flannelette sheet 5 or 6 yards in length, over the bed, with closed end at the foot. Turn in the sides of this sheet (allowing enough room to sleep between) and letting the under part of the sheet to extend over and around the pillow.

5. Fold over the flap of the two blankets and tuck them in.

6. Place one or two double blankets over all, tucking in well at the sides and foot of the bed. Fold back the upper part of the flannellette sheet over the blankets.

7. Place a khaki or canvas cover over the entire bed.

To get into bed it is necessary to slide in at the top. The lower part of the blanket sheet can be drawn over the head and shoulders, while the upper part can be tucked under the chin, so that only the face is exposed.

If very cold, Hot water bags, cans, jugs, soap stones or pigs may be placed in bed. Stone pigs may be secured from the Ad-Har Company, 19 Broadway, Saranac Lake, New York. Postpaid \$1.00.

Have children demonstrate if possible.

### Lesson 7

#### *Care of the Cellar.*

Fire hazard — Rubbish.

Oil soaked waste.

Old lumber.

Hot ashes.

Importance of good ventilation and drainage.

Dampness — a health menace.

Accident prevention — Light.

Stair case in good condition.

Necessity for removal of rotting fruit and vegetables.

Use of lime and white wash.

### Lesson 8

#### *Care of bathrooms.*

Tooth brushes should never be kept together in one glass but should be hung on a separate nail for each brush in the sunlight if possible.

Teeth should be brushed over the toilet, not over the wash bowl.

Ritichie — "Primer of Sanitation," Chap. XXXII, P. 167.

Cleanliness.

Individual towels and wash cloths.

## CHAPTER VII

### Lessons 1 and 2

Weigh all children.

Measure all children. Record weight.

Send report home to parents.

Regular meeting of "Knights of the Round Table."

Check chore folders.

Suggest — correction of one insanitary condition in own home by each member of the Round Table, with a report on activities at a subsequent meeting on improvement made.

### Lesson 3

Sweeping and dusting.

Right and wrong methods.

Dust menace to health.

Furniture.

Upholstered.

Plain.

Draperies.

Curtains.

Dust.

Light.

Arrangement of bedroom during contagious disease.

Remove all pictures, curtains, rugs and superfluous furniture.

*Teachers' Supplementary Reference.*

Ohio State University, Extension Department, Columbus, Ohio,  
"Nursing in Communicable Diseases," Part I.

Floors and furniture should be dusted with a cloth wrung out of hot soap suds followed by furniture polish, never swept or dry dusted.

*Teachers' Supplementary Reference.*

U. S. Government Printing Office, Washington, D. C., "Saving Time and Money by Simple House Cleaning," Thrift Leaflet No. 4.

O'Shea Kellogg — "Health and Cleanliness," Chap. VII, P. 95.

### Lesson 4

*Care of Outdoor Toilets.*

Sanitary construction — water proof — screened.

Use of Lime.

Disposal of excreta.



A trench should be dug to receive contents which should be permitted to remain for six months before using for fertilizer.

Cleanliness.

Danger to health from insanitary toilets.

Pollution of soil.

Pollution of water supply.

Breeding place for flies.

*Teachers' Supplementary Reference.*

Government Printing Office — "Safe Disposal of Human Excreta at Unsewered Homes," Washington, D. C., Public Health Bulletin No. 68, price five cents

### **Lesson 5**

*Care of Yards — Barns.*

Clean up and paint up campaign.

Organize activities through Knights of Round Table.

Back yard garden contests or clubs.

*Teachers' Reference:*

Material can be secured from "The Children's Flower Mission,"  
5700 Detroit Avenue, Cleveland, Ohio.

O'Shea Kellogg — "Health and Cleanliness," Chap. I, page 6.

Ohio State University, Extension Department, Columbus, Ohio,  
"Beautifying the Farm House," (Free)

### **Lesson 6**

Care of plumbing.

Screening to prevent garbage in drain pipes.

Flush sinks with boiling water daily.

Care to prevent freezing.

Insanitary traps.

Danger to health from faulty plumbing.

*Teachers' Reference:*

Overton — "General Hygiene," Chap. XVII, P. 180.

### **Lesson 7**

Fire prevention.

Care and disposal of ashes.

Faulty electrical wiring.

Rubbish disposal — spontaneous combustion.

Care and disposal of garbage — city — country.

Relation to health.

Discuss city ordinances covering these subjects (a copy of city ordinances can be obtained free of charge from any city Board of Health.)

*Teachers' Reference:*

O'Shea Kellogg — "Health and Cleanliness," Chap. VIII, P. 110.

Overton — "General Hygiene," Chap. XVII, P. 176; Chap. XXXIV, P. 363.

Winslow — "Healthy Living," Vol. II, Chap. XXVIII, P. 325.

Ritchie — "Primer of Sanitation," Chap. XXXV, P. 190.

Gulick — "Town and City," Chap. VII, P. 45; Chap. IX, P. 68.

### **Lesson 8**

*Quarantine.*

Within the family — Isolating the patient.

With the neighborhood.

Why we should never break quarantine — our health obligation to our neighbor.

Value of example.

Quarantine at Ellis Island.

How the U. S. Government protects its citizens from foreign disease invasion.

*Teachers' Reference:*

Winslow — "Healthy Living," Vol. II, Chap. XXIV, P. 279.

Overton — "General Hygiene," Chap. XXVII, P. 282.

Ritchie — "Primer of Sanitation," Chap. XXXIV, P. 177.

Framingham Health Demonstration "Monograph No. 8," page 52, Community Health Station, Framingham, Mass., Price five cents.

## **CHAPTER VIII**

### **Lessons 1 and 2**

Weigh all children. Record weight.

Send report home to parents.

Regular meeting of Knights of the Round Table.

Check chore folders.

### **Lesson 3**

*Food Constituents.*

Protein.

Carbohydrates.

Fats — Their use in the body.

Mineral Matter.

Vitamines.

Water.

The calorie, the unit of measurement.

Why we should understand foods in terms of calories.

Teachers' Supplementary Reference:

Framingham Health Demonstration "Monograph No. 8", page 35, Community Health Center, Framingham, Mass.

Ohio State University, Extension Department, Columbus, Ohio, "The Vitamines" (Free).

Adulteration of foods.

#### Lesson 4

*Well Balanced Diets.*

Cleanliness in preparation.

Teachers' Supplementary Reference:

Rose "Feeding the Family", McMillan Publishing Company, New York City.

Child Health Organization, 370 7th Avenue, New York City. "Diet For the School Child." Price 5c.

Life Extension Institute, 25 West Forty-fifth Street, New York City. "Over Stimulation." (Tea and coffee.)

Ohio State University, Extension Department, Columbus, Ohio.

"Planning of Meals." (Free.)

"Serving of Meals." (Free.)

#### Lesson 5

*Milk — Care in the Home.*

Danger in permitting milk to stand in sun after delivery.

Contamination by flies

cats

milk men's hands.

Bottles should be carefully washed especially around the top and immediately placed on ice.

Impure milk and infant mortality.

Pasteurization. See page 236.

Value in a child's diet.

Teachers' Reference:

O'Shea-Kellog "Health and Cleanliness", Chap. XIII, page 191.

Overton "General Hygiene", Chap. XXIV, page 253.

- Winslow "Healthy Living" (Vol. II), Chap. XXII, page 251.  
Gulick "Town and City", Chap. XIX, page 149; Chap. XX, page 155.  
Ritchie "Primer of Sanitation", Chap. XXX, page 153.  
Metropolitan Life Insurance Co., 1 Madison Ave., New York City, "All About Milk". (Free upon request.)  
Ohio State University, Extension Department, Columbus, Ohio, "Milk." (Free upon request.)

### Lesson 6

#### *Care of the Refrigerator.*

##### Teachers' Reference:

- O'Shea-Kellogg "Health and Cleanliness", Chap. XIV, page 216. and page 230.  
Overton "General Hygiene", Chap. XXIII, page 238; Chap. XXIV, page 251.  
Winslow "Healthy Living", (Vol. II), Chap. VII, page 73.  
Ritchie "Primer of Sanitation", Chap. XXX, page 151.

### Lesson 7

#### *Care of Invalid Trays.*

Left over food from trays which have been carried into the sick room should be burned if coal is used or boiled if gas is used before putting into the garbage cans, and never under any circumstances used again.

Dishes, silver and glasses, should be in actively boiling water, at least five minutes before washing. If the water is started cold there is no danger of breaking.

### Lesson 8

#### *Menus for Invalid Trays.*

Patients with a temperature of 100° or over should never be given solid food. Give liquid diet until the doctor makes his visit. Foods for convalescents should be easily digested and daintily served. Heavy foods should be avoided.

Demonstrate setting an invalid tray. (Children will bring linen, china, etc., from home.)

Prepare menus. It would be advisable to secure a nurse to teach Lessons 7 and 8.

## CHAPTER IX

### Lessons 1 and 2

Weigh all children. Record weight.

Send report home to parents.

Regular meeting of the Knights of the Round Table.



**Lesson 3**

Review.

**Lesson 4**

Review.

**Lesson 5**

Review.

**Lesson 6**

Review.

**Lesson 7**

Examination.

**Lesson 8**

Examination.

## GRADE VIII

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### *Aim:*

To develop a community conscience.

"The aim of education must be broad enough to include both the welfare of the individual and good of society." — Strayer "A Brief Course in the Teaching Process."

### CONTENTS

- I. Sanitation Campaigns.  
City Boards of Health.
- II. City Boards of Health (Continued).
- III. County Boards of Health.
- IV. State Dept. of Health.
- V. Milk Supplies.
- VI. Communicable Diseases.
- VII. Communicable Diseases (Continued).
- VIII. National Health Organizations.
- IX. Review.

## CHAPTER I

### Lessons 1 and 2

Weigh and measure all children.

Record weight.

Send report home to parents. (Grade card.)

Regular meeting of Knights of Round Table.

Chore records must be kept and a 75 per cent standard maintained to retain membership.

Committee reports on activities should be heard at this meeting.

The club should be actively engaged in the promotion of Community Sanitation.

### SANITATION CAMPAIGNS\*

In some states sanitation has been given a very large place in Modern Health Crusade work. In addition to the obvious need of community clean-up in the interest of good health, it was realized that accomplishments so easily seen would greatly contribute to interest in the Crusade on the part of pupils, public and press. Sanitation work furnishes demonstrations especially valuable to high schools and 7th and 8th grades in connection with civics and courses bearing directly or indirectly on health. This branch of Crusade work brings the street

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\* Courtesy, National Tuberculosis Association.

cleaning department, health officer and other municipal authorities into touch with the Crusade and brings to light ordinances that are inadequate or unenforced. It wins the support of business men for the whole movement.

As various methods may be followed in sanitation work, and as local conditions determine the best, no procedure is prescribed in this outline. The experience of Crusaders in one county is recited to suggest a plan of campaign for other communities. The high schools of the county, one representing a city and the others rural districts, divided the territory into sanitary districts, the whole county being covered. The high school or schools located in each district elected a sanitary officer for the district, choosing a pupil qualified as worker and leader. Under this captain a lieutenant was elected by his fellow pupils for each subdistrict, and a corporal for each city block, while each pupil was drafted as a private.

Five objectives are set: that each house be screened against flies; that a covered garbage can be used; that all outdoor toilet vaults be screened so that flies cannot enter; that manure or other fly-breeding matter be disinfected once a week and removed; and that the streets, alleys and premises be made clean and sightly.

The first work was a survey. The districts were marked on a county map posted in the office of the county superintendent of schools. Flat maps outlining all farm or town residences were made for each district. Under proper supervision each householder was visited and apprised of the community plan. Printed slips were used by the visitors for checking the conditions found, and the findings were noted by pins on the district maps.

The campaign for improving conditions was announced for two weeks after the survey. Changes effected were recorded on the second visit and "spotted" on the district map. Corresponding pin markings on the large map at the county superintendent's office recorded the progress of all the districts and stimulated competition between districts. So effective was the campaign that only eight householders in a city of 35,000 failed to comply with requirements. This work was done entirely by the high school and seventh and eighth grade pupils, who conferred as need arose with the local Crusade council composed of five adults.

In the country districts tests were made of the water from every well, the work being done at the high school laboratories. Much infection was found; and when the users of the water failed to be affected by the data shown, permission was secured to put a quart of kerosene in the nearby outdoor toilet. When the strata of the earth ran toward the water supply from the vault where the kerosene was placed, the kerosene was detected by odor and taste, and people who had boasted of their well water were suddenly forced to realize its true condition. The

result was that 63 new wells were dug in that county, and a material decrease in the recorded number of typhoid cases ensued.

Campaigns against flies and mosquitoes readily enlist school children, when organized at all systematically. Competition should be brought into play. Prizes not only of material value, but newspaper commendation, are effective. A first step is to teach the children practical points about the insects, such as likely breeding places, disinfection to prevent hatching, and the making and placing of traps.

Publications giving all needed information can readily be secured. The Ohio Public Health Association, 83 South Fourth Street, Columbus, will give references, and invites correspondence with Crusade leagues and other groups planning sanitation work.

### Lesson 3

We have learned of three factors which contribute toward Community Sanitation.

Personal hygiene.

Home and School Sanitation.

In what way does personal hygiene contribute?

In what way does home sanitation contribute?

In what way does school sanitation contribute?

### Lesson 4

Because of the unwillingness of the individual to conform to the laws of personal hygiene and home sanitation, it has been necessary for city governments to set aside a yearly appropriation to maintain a department of health—organized for the protection of the people of the community.

The plan of organization and operation of the Columbus, Ohio, city Board of Health follows: (Organization plan of another city may be substituted if the teacher so desires.)

The Columbus Board of Health is composed of four members, appointed for a term of four years by the Mayor, and confirmed by the City Council. The fifth member of the Board of Health is the Director of Public Welfare. (This office, however, has been vacant for several years, because there is no salary attached to the same.)

The Powers and duties of the Board of Health are derived from its city charter, which provides that the Board of Health shall have such power as is conferred on it by State Law, and shall have the additional power to provide such further means and agencies as they may deem necessary and proper, to protect, preserve and safeguard the public health.

Acting under this authority conferred on it, the Board of Health has from time to time adopted rules and regulations for the protection



of the public health. A sanitary code governing all phases of this work follows. This work embraces rules regulating contagious diseases, quarantine, food inspection, medical inspection, sanitary inspection, and also the enforcement of the Housing Code which was passed by the City Council, and which is under the Tenement Inspection in this Department.

## Personnel

**Lesson 5**

Health officer and executive	
Clerk and Registrar of Vital Statistics.....	2
Medical Inspection Division	
Medical Inspector and staff	
1 nurse	
2 fumigators .....	4
Food Inspection Division	
Chief Food Inspector and staff	
3 veterinarians	
3 practical butchers	
2 dairy inspectors	
1 milk inspector	
2 market inspectors	
1 baking inspector .....	13
Sanitary Department	
Chief Inspector and staff	
1 field sergeant	
8 sanitary officers .....	10
Tenement Inspection	
1 tenement inspector .....	1
(Under supervision of Sanitary Department)	
Outdoor Medical Relief	
9 district physicians (part time service).....	9
Laboratory	
1 bacteriologist	
2 assistants .....	3
Total personnel .....	42

**Lesson 6**

The executive head of the Board of Health is the Health Officer. He, as well as all other employes in the Department of Health are ap-

pointed by the members of the Board of Health. The Board has the power to fix and determine the salaries of all its employes, and complete jurisdiction over them. All employes are under civil service except the Health Officer and Secretary. The Secretary has charge of the minutes of the Board, is its confidential clerk, and has supervision of all office work, and in the absence of the Health Officer, is in authority. The Secretary also is Local Registrar of Vital Statistics, having supervision of all reports of births and deaths. This authority he derives from State law, which provides that he shall be appointed by the Board, and all statistics collected by him, shall be transmitted to the State Bureau of Vital Statistics, he being compelled to make copies of same for the Department of Health.

### **Lesson 7**

Discussion.

### **Lesson 8**

The Medical Inspection Division has to do exclusively with contagious diseases, and is under the supervision of a Medical Inspector. He has supervision of all contagious diseases, regulates quarantines, visits most cases of contagious disease, instructing and advising parents in the care of same. He also makes diagnosis, whenever requested by physicians in contagious disease. Working directly under him, is one nurse who visits cases of contagious disease. She releases scarlet fever and diphtheria quarantines, and also gives general instructions to parents as to care, nursing, etc. When cases of contagious disease are released from quarantine, there are two fumigators, who fumigate the place where the same was quarantined.

There is a small six-room frame house where they quarantine cases of smallpox among those who have no homes. There is also a house where they take care of indigent cases of scarlet fever, diphtheria and other contagious diseases. These two houses take the place of a badly needed isolation hospital, which the Department has been agitating for a number of years, but which has as yet not been erected, principally because the City Council has not selected a site, and also because of the fact that a \$25,000.00 bond issue was voted by the people some five years ago, and this sum is now inadequate to build a proper hospital.

The work of venereal disease is now jointly operated by this department, the College of Medicine of the Ohio State University, and the State Department of Health, under the terms of which the City Board of Health furnish one nurse, the College of Medicine furnishing the physician, equipment and medicine.

## CHAPTER II

### Lessons 1 and 2

Weigh all children.

Record weight.

Send report home to parents (grade card).

Regular meeting of Knights of Round Table.

### Lesson 3

Discussion of Lessons 4 to 8, Chapter I.

### Lesson 4

The Sanitary Department is composed of one chief inspector, one field sergeant and eight sanitary officers. It is their duty to make inspections of all insanitary conditions, such as vaults, garbage, unclean alleys, sewers, and all other miscellaneous nuisances. They also placard all houses for contagious diseases, leaving school notices for the benefit of the school. The field sergeant and the chief sanitary inspector, also assist in this work, giving direct supervision as well.

The Tenement inspection has to do with the enforcement of the Housing Code of the City. The Chief of the sanitary division also acts as chief of this division, because the work of both is so closely correlated. In addition, we have one tenement inspector, whose duty it is to inspect all old houses where he may find violations of the housing code, such as leaky roofs, poor ventilation, and other defects.

### Lesson 5

Discussion.

### Lesson 6

The Food Inspection Division has to do with all inspections of Food Products. In this division, they have a chief food inspector, who is a veterinarian, and twelve assistant food inspectors, composed of veterinarians, butchers, and practical dairymen. This department inspects all meat sold in the city, all milk sold in the city, the markets, other foodstuffs, and also all bakeries, hotels and lunch stands. Under their rules they have authority to inspect all dairies supplying this city with milk within a radius of 80 miles. They employ two dairy inspectors who are continually working among the dairy farms of the country, inspecting cattle, barns, milk houses, etc. These dairies are required to conform to certain rules of cleanliness, etc., and they are scored in points by the U. S. Dairy Score Card. In addition to this inspection, they have one milk inspector who inspects all the milk plants in the city, and who takes samples of milk from dairy wagons, milk plants and depots, which

samples are brought to the laboratory for analyses to see if same meet the state and city standards. At the present time they also have in effect a regulation which requires that all milk coming to Columbus shall either come from tuberculin tested herds, or be pasteurized.

They have three veterinarians and three practical butchers, who are present in the slaughter houses of this city when all cattle, calves and hogs are killed, who make inspections of the same, hold post mortems, and pass such carcasses as are fit for human consumption, so that all meat sold in the city of Columbus bears either a U. S. Government stamp or a City Board of Health Stamp of approval, showing that same has been inspected and passed. In addition they have two market inspectors who inspect all foodstuffs sold on the city markets, including meats, vegetables, and fruits. One bakery inspector is employed who inspects bakeries, restaurants, hotels, lunch stands and boarding houses. When their inspectors are not working in slaughter houses, they use them to inspect retail and wholesale grocery stores and meat markets for cleanliness, usually in the afternoons.

The laboratory of the Board of Health is in charge of one bacteriologist and two assistants. This department makes analyses of all samples of milk, foodstuffs, water, diphtheria cultures, blood, and any specimens for tuberculosis, or other specimens that may be brought in for analysis.

### Lesson 7

Discussion.

### Lesson 8

Appropriations for the department for the year 1921 are as follows:

General Administration .....	\$4,214 55
Laboratory .....	7,750 00
Sanitation Department .....	17,950 00
Tenement Department .....	2,984 00
Food Inspection .....	31,260 35
Quarantine .....	5,945 00
Medical Inspection .....	8,840 00
Venereal Diseases .....	1,380 00
District Physicians .....	7,920 00
Total .....	<hr/> \$88,243 00

## CHAPTER III

### Lessons 1 and 2

Weigh all children.

Record weight.

Send report home to parents (grade card).

Regular meeting of Knights of Round Table.



### Lesson 3

City ordinances are drafted and must be observed on penalty of fine or imprisonment. (Make a study of the city ordinances of your nearest city to give to the children an appreciation of the ground covered. Copies of the ordinances can be obtained by writing the Secretary of the Board of Health.)

Discuss the duty of the private individual toward the sanitary condition of his or her city. (The local city or county health commissioner will be glad to explain the enforcement of these ordinances.)

### Lesson 4

City ordinances (continued).

In one of the large Ohio cities there is no ordinance covering the sale of second hand pillows. They can be bought in by dealers from houses where they have been used by patients suffering from contagious diseases, tuberculosis, etc., and resold without fumigation.

Have you a gap in your health protection?

How do your city ordinances protect you?

#### *Teachers' Reference:*

Winslow — "Healthy Living" Volume II, Chap. XXIX, page 330.

O'Shea Kellogg — "Health & Cleanliness," Chap. VIII, page 117. Chap. II, page 14.

Ritchie — "Primer of Sanitation," Chap. XXXIII, page 171; Chap. XXXIV, page 177.

Gulick — "Town and City," Chap. V, page 30; Chap. VI, page 39; Chap. VII, page 45; Chap. VIII, page 58.

### Lesson 5

Discuss organization of Ohio County Boards of Health under "Hughes' Health Law" (H. B. 211).

The Hughes bill was passed April 17, 1919, approved May 9, 1919, filed in the office of Secretary of State, May 12, 1919, went into effect August 10, 1919, and into operation January 1, 1920. This law is a natural complement to the Wright bill, (Senate Bill No. 101), enacted March 31, 1917, which provided for the creation of a State Department of Health and transferred to it the powers and duties conferred and imposed upon the State Board of Health. It established a State Department of Health, with a State Commissioner of Health and a Public Health Council. These two laws made it possible for Ohio to deal with public health problems by the most advanced methods advocated by public health authorities in the United States.

The Hughes law provided for a total of 102 full time health commissioners — 14 in cities over 25,000 (based upon the 1910 census) and

88 in districts. The Griswold bill amends the Hughes law to make 88 general health districts and 80 city health districts. This amendment was made necessary by the constitutional provision prohibiting the classification of cities. The Ohio Constitution defines as cities each community having a population of 5,000 or more as of the latest Federal census. The district lines at present are co-extensive with the county lines. Under the old form of organization there were 2,141 boards of health in the State with but six cities employing full time health officers. In addition the law provides as a minimum one public health nurse in each health district.

### Lesson 6

Under the reorganization of the state government authorized in House Bill 249, passed by the legislature May, 1921, and which became effective July 1, 1921, centralizing all administrative authority in the hands of the governor of the state, a state director of health was appointed by the governor, succeeding the commissioner of health. The director of health is made responsible for the entire administration of this department and is accountable to the chief executive of the state. His term of office is co-extensive with that of the governor, which is two years. Previously the commissioner of health was selected by the public health council for a term of five years.

The director of health appoints the deputy commissioner of health and division heads. Under this reorganization, the bureau of vital statistics which has charge of compiling all birth and death statistics of the state, was transferred from the department of the secretary of state to the department of health. This is a notable advance in public health legislation as it will enable the state health authorities to keep in close touch with the health situation of the state as it is reflected in these statistics.

Every birth and every death in the state will hereafter be reported to the chief of the bureau of vital statistics in the department of health. These statistics are collected by local registrars, usually the secretary of the local board of health.

### Lesson 7

Consider local organization and how it functions. (The county health commissioner will be glad to explain this organization.)

See organization chart, page 270.

### Lesson 8

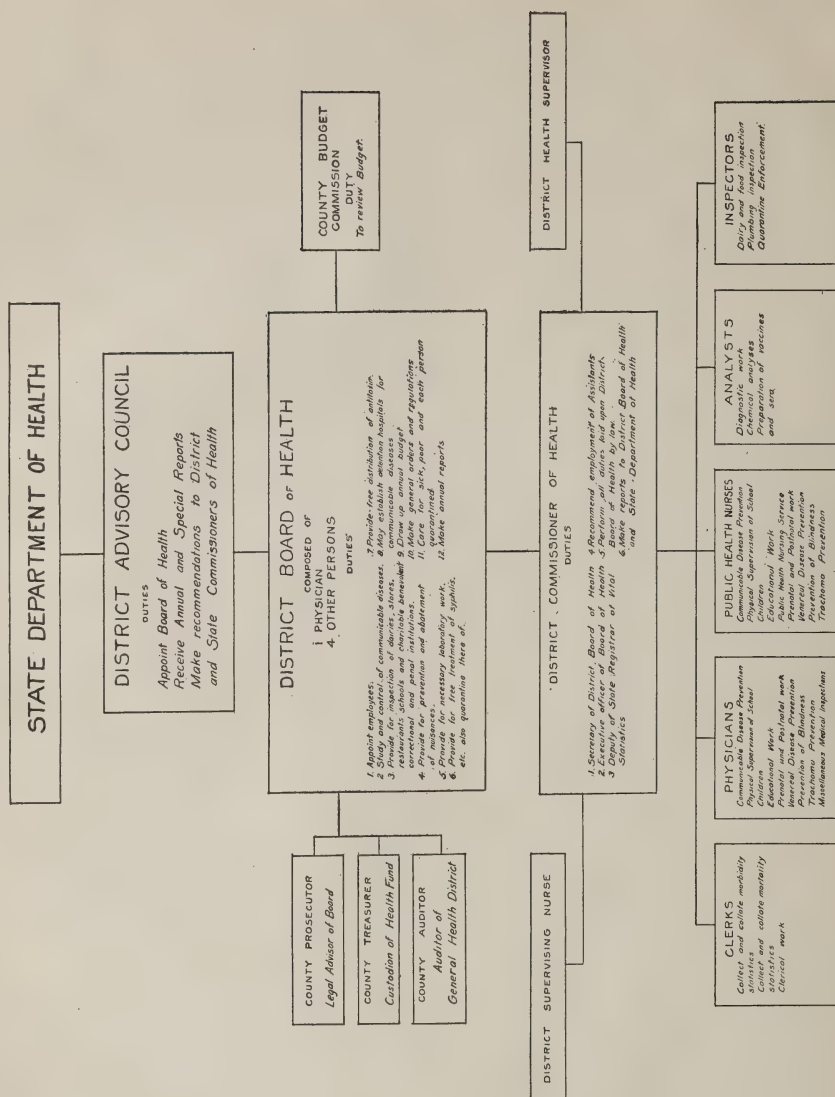
County Nursing Service. (The county public health nurse will be glad to explain her duties.)

#### *Teachers' Reference:*

O'Shea Kellogg — "Health and Cleanliness," Chap. III, page 32.

Ritchie — "Primer of Sanitation," Chap. XXXV, page 187.

# ORGANIZATION OF A GENERAL HEALTH DISTRICT 1920



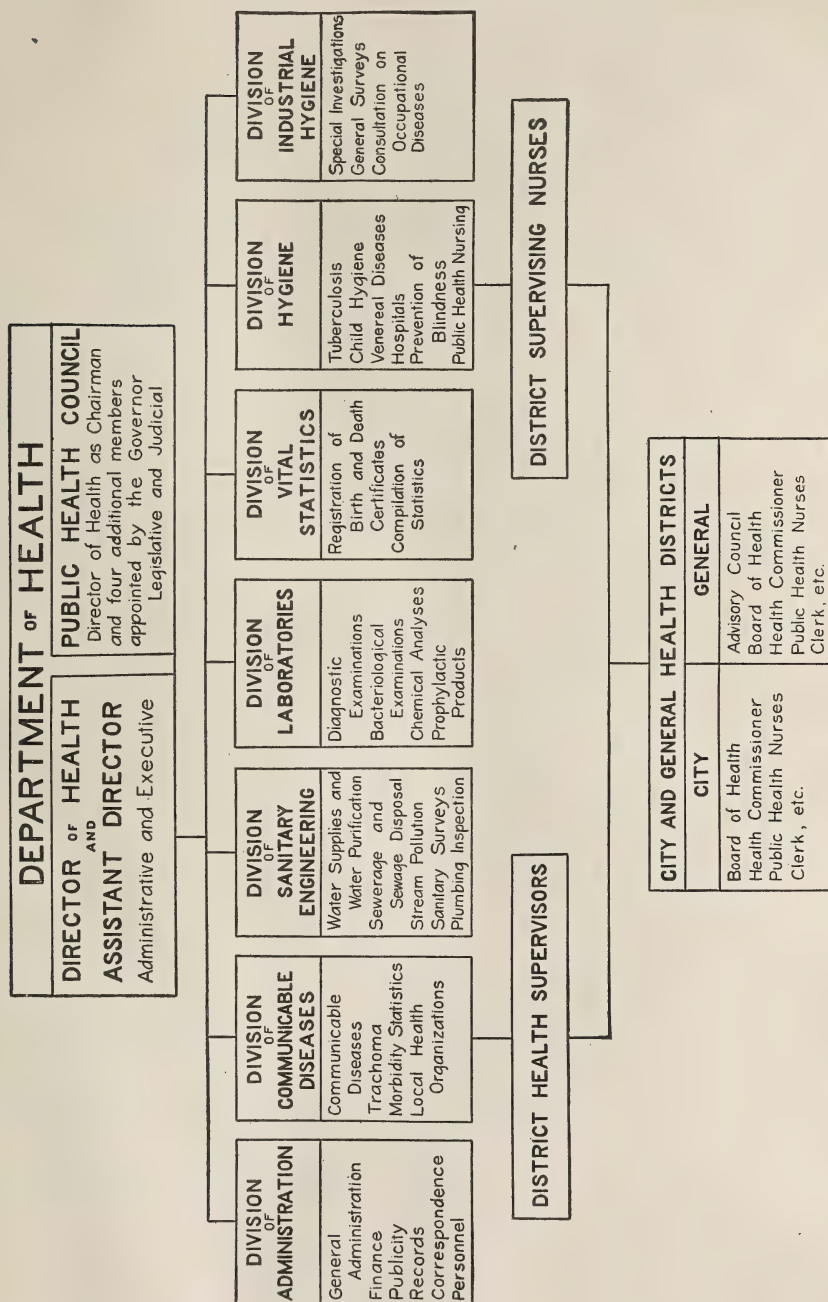
## CHAPTER IV Lessons 1 and 2

Weigh all children.  
Record weight.  
Send report home to parents. (Grade card.)  
Regular meeting of Knights of Round Table.

### Lesson 3

State Board of Health.

## ORGANIZATION OUTLINE



The chief basis of sanitary authority in any community is essentially local. Certainly all of our health laws have been drawn upon this assumption. Organization for the proper administration of these laws has been heretofore on a State and National basis. Ohio has sufficient laws;



it has a well organized State health department; and is now engaged in securing an effective organization in the local community to administer the health laws. All of the local official work in Ohio will be guided and assisted by the State Department of Health.

The above outline should be put on the black board by one of the students, before the class period.

#### **Lesson 4**

Local supervision of public water supplies.

#### **Lesson 5**

City supervision of public water supplies.

#### **Lesson 6**

State supervision of public water supplies.

Send to State Department of Health, Columbus, Ohio, for report on Salem typhoid epidemic.

#### **Lesson 7**

Wells. Cisterns.

Duty of private citizens in maintaining a pure water supply. Suspicious water supplies should be analyzed by the State Laboratory.

A container will be sent on request and water analyzed free of charge by the State Department of Health, Division of Laboratories, Columbus, Ohio.

#### **Lesson 8**

Danger of cess pool drainage into source of water supply. Danger in eating uncooked vegetables watered with contaminated water.

#### *Teachers' Reference:*

Public Health Bulletin No. 68 — "Safe Disposal of Human Excreta at Unsewered Homes," Government Printing Office, Washington, D. C. (Free).

Winslow — "Healthy Living," Vol. II, Chap. XXII, page 247; Chap. XXVIII, page 317.

Overton — "General Hygiene," Chap. XVIII, page 184; Chap. XXXIV, page 361.

O'Shea Kellogg — "Health and Cleanliness," Chap. XII, page 174.

Gulick — "Town and City," Chap. XIII, page 99; Chap. XIV, page 107; Chap. XV, page 117; Chap. XVI, page 125.

Andress — "Health Education in Rural Schools," Chap. VII, page 124.

Ritchie — "Primer of Sanitation," Chap. XX, page 86.

**CHAPTER V****Lessons 1 and 2**

Weigh all children.

Record weight.

Send report home to parents. (Grade card.)

Regular meeting of Knights of Round Table.

**Lesson 3**

Milk supplies —

Healthy cows.

Tuberculin testing.

The State of Ohio maintains a State Veterinarian who will upon application, send a qualified veterinarian to administer the tuberculin test to suspicious cattle. There is no expense to the farmer aside from entertaining the man who comes to make the test. If the cattle are found tubercular, the state allows:

up to \$100.00 for grade cows,

up to 200.00 for dairy cows,

less the amount allowed for hide and carcass at the slaughter house.

Clean barns	} For cattle
Clean milkers	
Clean utensils	
Pure water and food	

Healthy milkers —

How epidemics are spread through diseased milkers and milk handlers.

Typhoid fever.

Enteritis.

Diphtheria.

Septic sore throat.

Scarlet fever.

**Lesson 4**

Home pasteurization and care of milk.

Washing the top of bottle before using.

Placing on ice immediately on delivery.

Providing a closed container to prevent contamination of bottle by cats and dogs, etc.

**Lesson 5**

City Milk Supplies (Chemical and bacterial tests).

Grading and Labeling:

Certified, Grade A.

Inspected, Grade B.

Market Milk, Grade C.

Pasteurization at the plant.

Prompt delivery.

(Field trip to model dairy if possible.)

**Lesson 6**

Common sense precautions.

**Lesson 7**

National, State and city control of milk supplies.

*Standards:*

Clean, Safe Milk, National Commissions.

Standards endorsed by health officials and by the milk industry.

Standards of health for cattle and employes.

Standards of clean barns and clean food for cattle.

Standards for clean handling.

Standards for pasteurization and prompt delivery.

Standard for grading and labeling.

Standard chemical tests.

Standard bacterial tests.

**Lesson 8**

General discussion.

*Teachers' Reference:*

Rosenau — "All About Milk," Metropolitan Life Insurance Co.,  
11 Madison Ave., New York City (Free).

"Milk is a Food," U. S. Department of Agriculture Dairy Division,  
Washington, D. C. (Free).

Lyman — "Milk — Its Importance as a Food," Ohio State University,  
Department of Agriculture, Columbus, Ohio  
(Free).

"Use More Milk," "Milk is a Food," National Dairy Council,  
910 S. Michigan Ave., Chicago, Ill.

Winslow — "Healthy Living," Vol. II, Chap. XII, page 251.

Overton — "General Hygiene," Chap. XXIV, page 253.

O'Shea Kellogg — "Health and Cleanliness," Chap. XIII, page 191.

Ritchie — "Primer of Sanitation," Chap. XXX, page 151.

## CHAPTER VI

### Lessons 1 and 2

Weigh all children.

Record weight.

Send report home to parents. (Grade card.)

Regular meeting of Knights of Round Table.

Secure U. S. Public Health Service pamphlet, "Transmission of disease by flies," Government Printing Office, Washington, D. C., five cents per copy for each pupil.

### Lesson 3

Insects and communicable diseases.

(a) Kinds of flies.

(b) Anatomy.

### Lesson 4

Reproduction.

How one fly multiplies.

	<i>Flies</i>
April 15 .....	1
May 1 .....	120
May 28 .....	7,200
June 20 .....	432,000
July 10 .....	25,920,000
July 29 .....	1,555,200,000
August 18 .....	93,812,000,000
September 10 .....	5,598,720,000,000

### Lesson 5

Habits — Aniline dye — experiments.

### Lesson 6

Carriers of disease. \* Tuberculosis. \* Typhoid fever euteritis.

### Lesson 7

Enemies of flies.

Anti-fly campaigns.



**Lesson 8**

Organization for fly campaigns.

Make your community flyless. How?

1. Educate and stir up action.
2. Prevent breeding of flies.
3. Keep filth covered until removed.
4. Screen porches, doors and windows.
5. Make all privies fly proof.
6. Kill all winter flies.
7. Trap the fly.
8. Swat the fly.
9. Keep everlastingly at it.
10. Insist upon your neighbor doing likewise.

Clean up and keep clean.

The only good fly is the *dead* fly.

*Get* the fly before the fly *gets* you.

Each community breeds its own flies. Flies do not travel more than 100 yards from their breeding place.

*Teachers' Reference:*

"The Transmission of Disease by Flies," U. S. Public Health Service, Washington, D. C., five cents.

"Directions for Home Made Fly Trap," and other pamphlets, International Harvester Co., Agricultural Extension Dept., Harvester Bldg., Chicago, Ill.

"The House Fly — Carrier of Disease," Ohio State Department of Health, Columbus, Ohio (Free).

Winslow — "Healthy Living," Vol. II, Chap. XXIII, page 261.

Overton — "General Hygiene," Chap. XIX, page 197.

O'Shea Kellogg — "Health and Cleanliness," Chap. X, page 135.

Andress — "Health Education in Rural Schools," Chap. VIII, page 148.

Ritchie — "Primer of Sanitation," Chap. XXIX, page 145; Chap. XVII, page 77.

\*W. W. Keen — "Medical Research and Human Welfare".

**CHAPTER VII****Lessons 1 and 2**

Weigh and measure all children.

Record weight.

Send report home to parents.

Regular meeting of the Knights of the Round Table.

**Lesson 3**

Insects and communicable diseases. (Continued.)

Mosquitoes.

Breeding.

Control.

Field trip to find wigglers.

Experiment with oil on surface of water.

**Lesson 4**

\*Malaria.

Cause —

Discovered in 1880 by Laveran, a French Army surgeon.

History —

Tell story of decadence of Greece and of the 1908 epidemic in Punjab, India, in which 300,000 people lost their lives in two months' time.

Prevention —

Control of mosquitoes.

**Lesson 5**

\*Yellow Fever.

Cause —

Discovered 1881 by Findlay, An American — Confirmed 1900.

History —

Tell story of conquest of yellow fever in Cuba in 1900.

Page 272, "Healthy Living," Volume II.

Building the Panama Canal.

Defeat of French.

Victory of America through Col. Gorgas.

Prevention —

Control of mosquitoes.

**Lesson 6**

\*Fleas — Bubonic Plague.

Cause —

Rat flea carries infection from rat to man.

Germ discovered by Yersen, of the Pasteur Institute and Kitasata in 1894 and is known as the "bacillus pestis".

History —

Bombay epidemic 1902. New Orleans outbreak, 1915.

\*W. W. Keen — "Medical Research and Human Welfare"  
Houghton Mifflin Publishing Co. — or loan from Ohio  
Public Health Association, 83 S. 4th St., Columbus, O.

Prevention —

Trap and kill the rat.

### Lesson 7

\*Louse — Typhus Fever.

-Cause —

Discovered by Goldberger in America and Nicolle in Algiers, independently in 1909.

"Body louse infected by feeding on blood of typhus patient; in turn affects humans by its bite" — Keene. "Medical Research and Humane Welfare."

History —

Story of conquest of typhus epidemic in Serbia by Dr. Richard P. Strong of Harvard, and his splendid band of doctors and nurses.

Story of quarantine ship in New York harbor February and March, 1921.

Prevention —

Destruction of lice difficult.

Silk underwear is worn by physicians and nurses as louse will not deposit eggs on silk.

Three baths a day — the last being of gasoline, since the lice will live washing with soap and water.

An anti-toxin has been discovered which will probably produce immunity.

### Lesson 8

\*Smallpox —

For many years, one of the most terrible diseases, was conquered in 1798 by Edward Jenner, an English physician who discovered a vaccine which produced an artificial immunity in the body of the person inoculated. Because of this widespread immunity, people have grown careless and have forgotten what a terrible disease smallpox can be. Others fear the use of vaccine because of infection in the wound.

*All vaccine used in the United States is now tested as to its purity by the National Government, and there is no danger providing the arm or leg is surgically clean, when the vaccine is applied, and is kept clean until the wound is healed.*

Secure for each pupil —

"Smallpox and Its Prevention"—Metropolitan Life Insurance Company, 1 Madison Ave., N. Y. C. (Free).

*Teachers' Reference:*

- Andress — "Health Education in Rural Schools," Chap. IX, page 172.
- Winslow — "Healthy Living," Vol. II, Chap. XXIII, page 261; Chap. XXV, page 290.
- Overton — "General Hygiene," Chap. XIX, page 197.
- O'Shea Kellogg — "Health and Cleanliness," Chap. XI, page 153.
- Gulick — "Town and City," Chap. XXVIII, page 228; Chap. XXIII, page 184.
- Ritchie — "Primer of Sanitation," Chap. XXIII, page 103; Chap. XXIV, page 110.
- W. W. Keen — "Medical Research and Human Welfare".

**CHAPTER VIII****Lessons 1 and 2**

Weigh all children.

Record weight.

Send report home to parents. (Grade card.)

Regular meeting of the Knights of the Round Table.

**Lesson 3**

Official National Health Organizations, United States Public Health Service under direction of the Secretary of the Treasury.

**Subdivisions —**

1. Scientific Research.
2. Foreign and Insular Quarantines.
3. Personnel and accounts.
4. Sanitary reports and statistics.
5. Marine Hospitals and Relief.
6. Scientific Advisory Board and Hygiene Laboratory.
7. Domestic (Interstate) quarantine.
8. Miscellaneous (Library  
(Distribution of publications.

This brief outline is intended only to give to the child an idea of the scope of work carried on by the United States Public Health Service. Detailed discussion of program should be reserved for High School pupils. Details in organization are clearly outlined in the United States Public Health Service organization chart. Teachers will find this helpful for class room demonstration. It can be obtained from the Government Printing Office, Washington, D. C.



**Lesson 4**

Discuss in a general way value of service.

1. To the country as a whole — through foreign and insular quarantine.

Scientific Research.

Scientific Advisory Board.

2. To states through interstate quarantine.

3. To private citizens through interstate quarantine.

Scientific Research.

Hygiene Laboratory.

Library.

Distribution of pamphlets.

**Lesson 5**

Write an essay on

The Value of United States Public Health Service  
to country as a whole  
to states  
to private citizens.

**Lesson 6**

In addition this following list of co-operative activities: United States

Public Health Service officers are stationed as:

Sanitary Advisor — Government of Hawaii.

Commissioner of Health — Massachusetts.

Commissioner of Health — Chicago.

Secretary Board of Health — California.

Director of Health — Phillipine Islands.

Chief Quarantine Officer — Panama Canal.

International Joint Waterways Commission.

Bureau of Mines — Department of Interior.

Rockefeller International Health Commission.

Bureau of Education — Department of Interior — Duty in Alaska.

United States Industrial Commission.

National Committee for Mental Hygiene.

Institute of Tropical Medicine and Hygiene — Porto Rico.

**Lesson 7**

The policy of volunteer agencies is usually to supplement the work of official health organizations and often to subsidize a pioneer effort until money is forthcoming for it's support.

To this group belong:

National Tuberculosis Association — Educational and research  
Organization — State and National.

American Red Cross.

Educational.

Relief.

Emergency.

Public health.

Organization.

Local, Divisional and National.

American Public Health Association.

Educational.

Research.

Organization — National.

This is not a complete list of the different official and volunteer health organizations but will serve to give the child some idea of the effort that is being made to protect not only human life but to build up the strength and power of man to the highest point of efficiency.

### Lesson 8

The private citizen and the control of disease:

1. Personal hygiene.

2. Home sanitation.

3. Keeping informed  $\left\{ \begin{array}{l} \text{local} \\ \text{state} \\ \text{national} \end{array} \right\}$  health conditions.

4. Knowledge of the necessary qualifications for office holders in the different local and state departments of health.

5. Helping to inform the community.

6. Support of adequate taxation for health activities.

(a) Per capita — local health taxation.

(b) Adequate health taxation.

*Reference:*

Framingham Health Demonstration — "Report of the Committee on Appraisal," page 14, price five cents, Community Health Station, Framingham, Mass.

## CHAPTER IX

### Lessons 1 and 2

Weigh all children.

Record weight.

Send report home to parents. (Grade card.)

Regular meeting Knights of Round Table.

**Lesson 3**

Review.

**Lesson 4**

Review.

**Lesson 5**

Review.

**Lesson 6**

Review.

**Lesson 7**

Examination.

Essay on "Organization and duties of city and county Boards of Healths".

**Lesson 8**

Examination.

Essay on "the part of the private citizen in the control of disease".

1. In rural community.
2. in city.

























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Lewis, Virginia  
Course of study in hygiene.

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